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Skills and Strategies

Decoding

Read the words.

miss	will	has	his
pal	at	mad	sick
dad	back	pick	bad

Vocabulary

tip	feel	ran into
jam	quit	acting

Comprehension

Character, Setting, Plot

Characters are people in a story. Setting is when and where it happens. The plot tells the events. A Story Map helps you find the parts of a story.

Character

Setting

Beginning



Middle



End

Read

Who are the characters?



Pals for Ann

"Dad, I am mad," Ann said. "Tim and I **ran into** Sam. Sam asked Tim to bat with him. I was mad and ran."

Dad said, "You are in a **jam**. And you **feel** bad. I have a **tip** for you. **Quit acting** mad. Ask if you can bat with Sam and Tim."

Ann ran back to Tim and Sam. "Can I bat?" Ann asked. Now Ann, Tim, and Sam are pals.

Fill in a **Story Map** for "Pals for Ann."
Summarize the story.

A Big Jam

by Chandra Brooke
illustrated by Heather Maione



Jack is in a **jam**. His pals are mad.
Tim is mad at Dan. Dan is mad at Tim.



Is Jack picking a pal? If Jack picks Tim, Dan will get mad. If Jack picks Dan, Tim will get mad.



Dad Has a Tip

Jack tells Dad about his jam. "Tim will not be a pal if Dan is. Dan will not be a pal if Tim is."



Dad has a **tip**. "Tell Tim and Dan how you **feel**. Tell them you will not pick one pal."



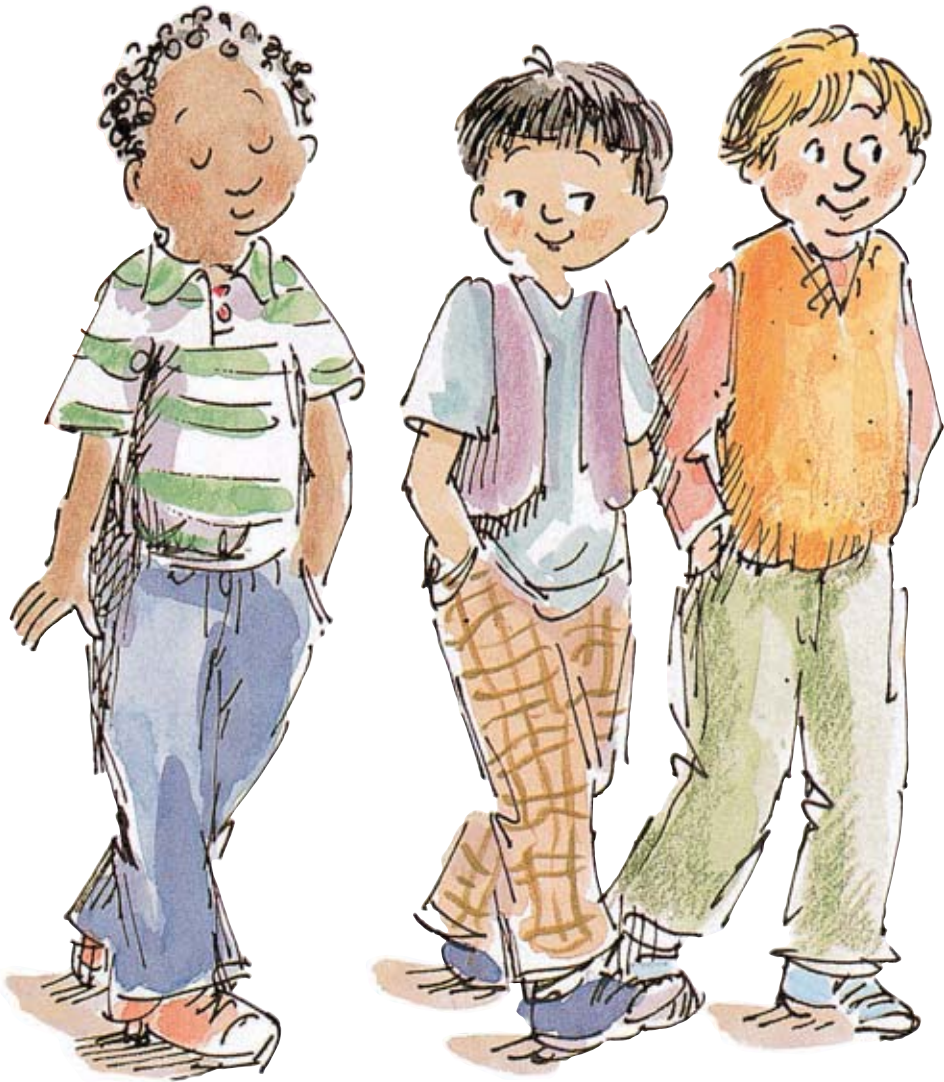
Picking Pals

Jack **ran into** Tim. Tim asked Jack if he picked a pal.



"If I pick you, I will miss Dan. If I pick Dan, I will miss you. It is not fun."

Tim feels bad. "Okay, I will quit acting mad."



Jack and Tim see Dan. "Can we be pals?" Tim asks. "I am not mad."

"Okay, pal!" says Dan.

Jack has his pals back!

Comprehension Check

Summarize

Read "A Big Jam" again.

Use the Story Map.

Summarize the story.

Character

Setting

Beginning



Middle



End

Think About It

1. Why is Jack in a jam?
2. What does Dad tell Jack?
3. Why is Jack a good pal?



Write About It

Tell about a problem pals have.

Tell how they fix the problem.



Skills and Strategies

Decoding

Read the words.

met	mom	red	sun
dog	pack	hug	did
leg	hill	top	pal

Vocabulary

letters	visit	jet
plans	hike	writes

Comprehension

Cause and Effect A

cause is why something happens. An effect is what happens. Use a

Cause and Effect Chart to find causes and effects in a story.

Cause	→	Effect
	→	
	→	
	→	

Read

Find a cause and its effect.



Ned's Pen Pal

Miss Beck tells Ned, "Pick a pen pal. Pen pals write **letters**. Tell what you like to do."

Ned picks Ross. Ned **writes** Ross that he likes to go on a **hike** up a hill. Ned asks Ross to **visit** him.

Ross writes back. He likes to go on hikes as well. Ross has **plans** to visit Ned.

Ned tells Miss Beck, "Ross will come on a **jet**."

Fill in a **Cause and Effect Chart** for "Ned's Pen Pal." Summarize the story.

Pen Pals

by Paula Taylor
illustrated by Julie Ecklund



Tess Sends Letters

Tess has a pen pal. Tess writes letters to Liz. Liz writes back to Tess. It is fun.



Liz writes Tess about her dog Bud. Bud is a big dog. Liz hugs Bud.

Tess does not have a dog. Tess wants to pet Bud.



Plans

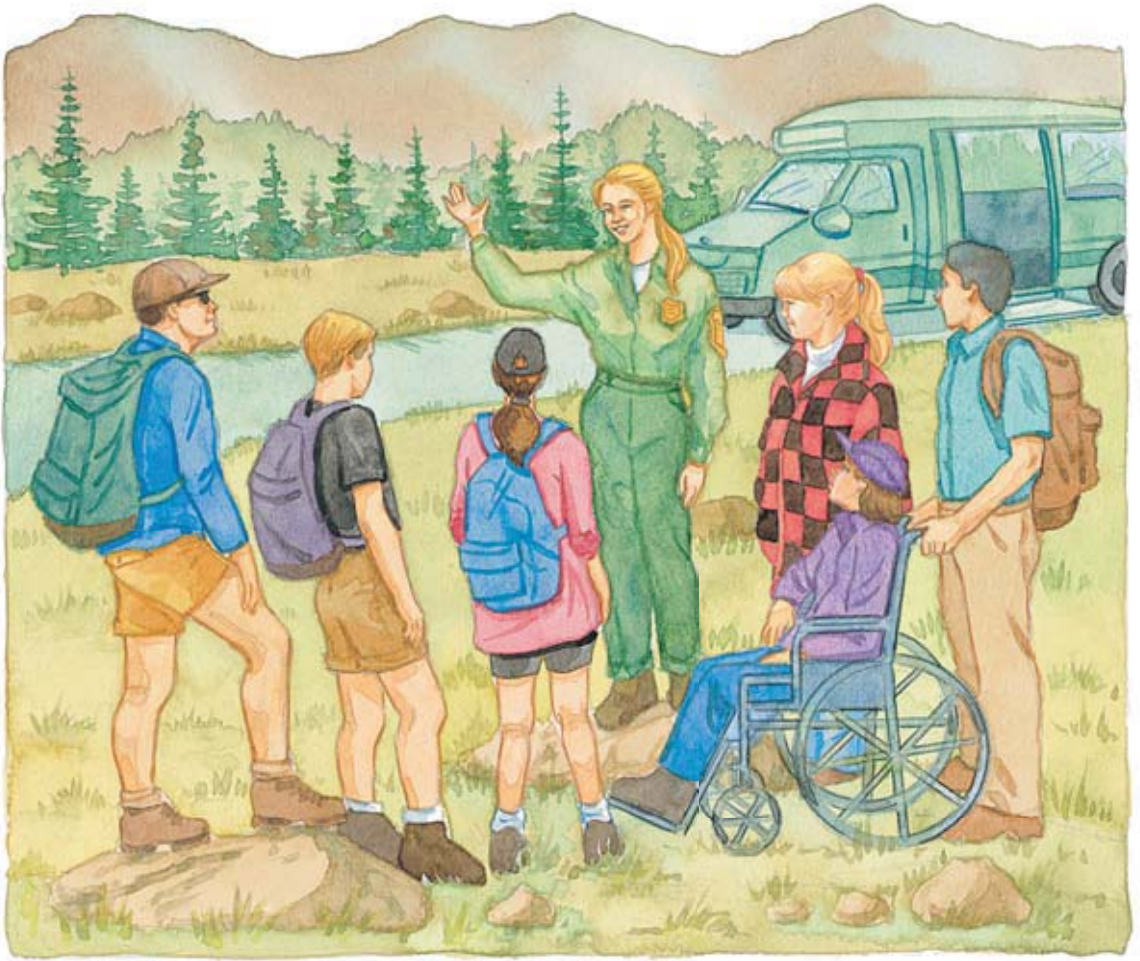
Liz writes Tess, “Please visit.”
Liz writes that Tess can pet Bud.
Tess can see foxes and ducks,
as well.

Tess and Dad look at a map.
Tess will go on a jet.

The Visit

Tess visits Liz. Liz tells Tess, “I have plans. You can pet Bud. We will go on a hike and see foxes and ducks.”





Tess met Mom. Liz and Tess and Mom went on a hike up a big hill. They met kids. Mom gave them tips.

Tess, Liz, and Mom ran into a red fox. They saw a duck.

Tess had fun. She looked at bugs on rocks. Tess and Liz sat on a log.

As the sun set, Tess and Liz and Mom went back.





Tess packed up, and Liz got sad. Tess hugged Liz. Then Liz was not sad.

Liz and Tess were best pals as well as pen pals!

Comprehension Check

Summarize

Read "Pen Pals" again.
Look at the Cause and Effect Chart. Summarize the story.

Cause	→	Effect
	→	
	→	
	→	

Think About It

1. Why does Tess visit Liz?
2. What animals did Tess and Liz see on their hike up a big hill?
3. Why were Tess and Liz best pals?



Write About It

If Liz had lived in a city, how would her plans have been different?



Skills and Strategies

Decoding

Read the words.

twig	stop	sand	smell
track	stick	wing	slim
nest	snack	club	job

Vocabulary

pests	objects	twigs
smart	slim	food

Comprehension

Main Idea and Details The main idea is the biggest idea in a story.

Details tell about the main idea.

Detail
Detail
Detail
Main Idea

Read

Find the main idea and details.



Ant Jobs

All ants do jobs. Ants fix up a nest and get **food**. An ant lifts big **objects**. Ants drag **twigs** and **slim** sticks to put in a nest. Ants can get in boxes and bags of food. They lift a snack and go back to the nest.

Ants can be **pests**. But an ant is **smart** as it does its job.

Fill in a **Main Idea Chart** for “Ant Jobs.”
Summarize the selection.

Ant Tricks

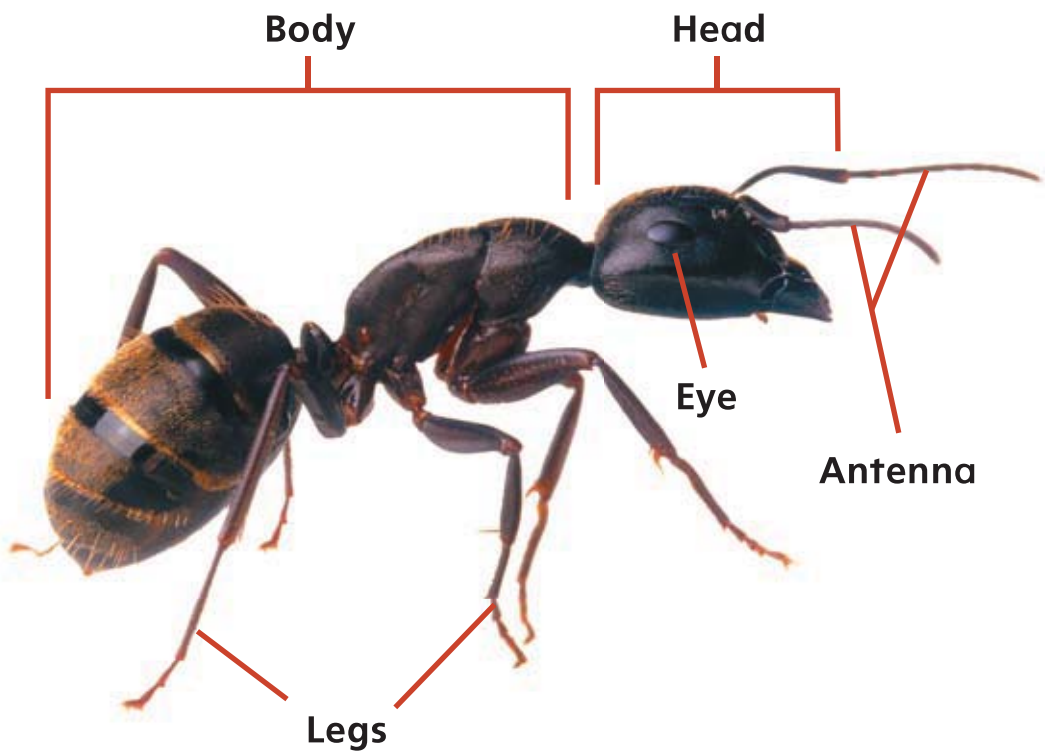
by Greg Monroe



Ants, Ants, Ants

An ant can be black, red, yellow, or brown. It has six **slim** legs. Some ants can have wings.





An ant can lift big **objects**. Its six legs can help it lift and carry things. Six legs help it run fast. An ant's legs tap and tap as it runs.

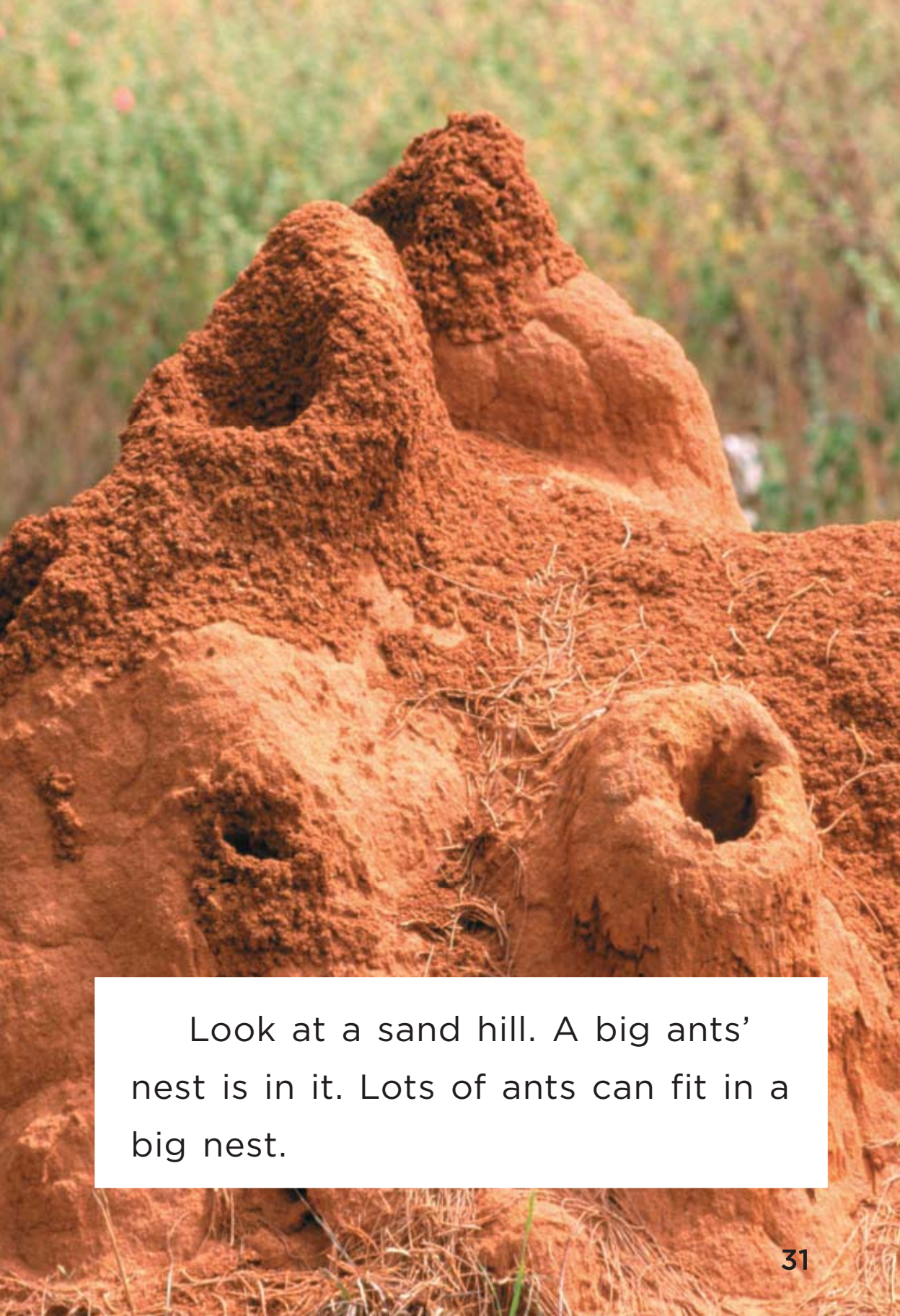


An ant can lift big objects.



Jobs

An ant must have a job. One job is digging. Ants dig and help set up a nest. Other ants get mud and **twigs**, or sticks. They help fix up a nest.



Look at a sand hill. A big ants' nest is in it. Lots of ants can fit in a big nest.



Another ant job is to get food
back to the nest.



Pests

Ants can be big **pests**. Ants can get in boxes and bags of food. They can get in food left for pets. Ants can get on snacks and mess up a picnic.







Ants follow a smell to get more food.

When an ant finds a snack, it lifts a bit of the snack. It goes back to its nest. Can it find its way back to the snack? Yes! It has left a smell in its tracks.





Ants work
together.

An ant lifts a
big object.



An ant is not big, but it is smart!



Comprehension Check

Summarize

Read "Ant Tricks" again. Use the Main Idea Chart. Summarize the selection.

Detail
Detail
Detail
Main Idea

Think About It

1. How many legs does an ant have?
2. What do an ant's legs help it do?
3. Why are ants pests?



Write About It

Tell how ants get food.

Give details.



Skills and Strategies

Decoding

Read the words.

cape	swim	lake	glad
safe	take	same	plane
stuck	snake	made	frog

Vocabulary

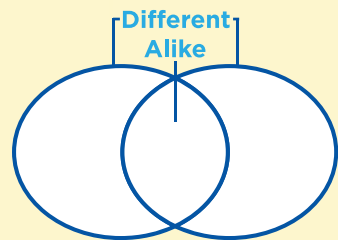
wetlands	lungs
animals	bills

Comprehension

Compare and Contrast

To compare is to find things that are alike.

To contrast is to find differences. A Venn Diagram shows what is alike and what is different.



Read

Compare and contrast animals in the wetlands.



In The Wetlands

Wetlands are bits of land next to water. You can find many **animals** in wetlands. You can see a frog. It takes in air to fill its **lungs**. You can see ducks with their long **bills**.

You can find cranes and snakes in wetlands. A crane walks in the water. It hunts fish and frogs. A snake swims in the water. It also hunts fish and frogs.

Fill in the **Venn Diagram** for "In the Wetlands." Summarize the selection.

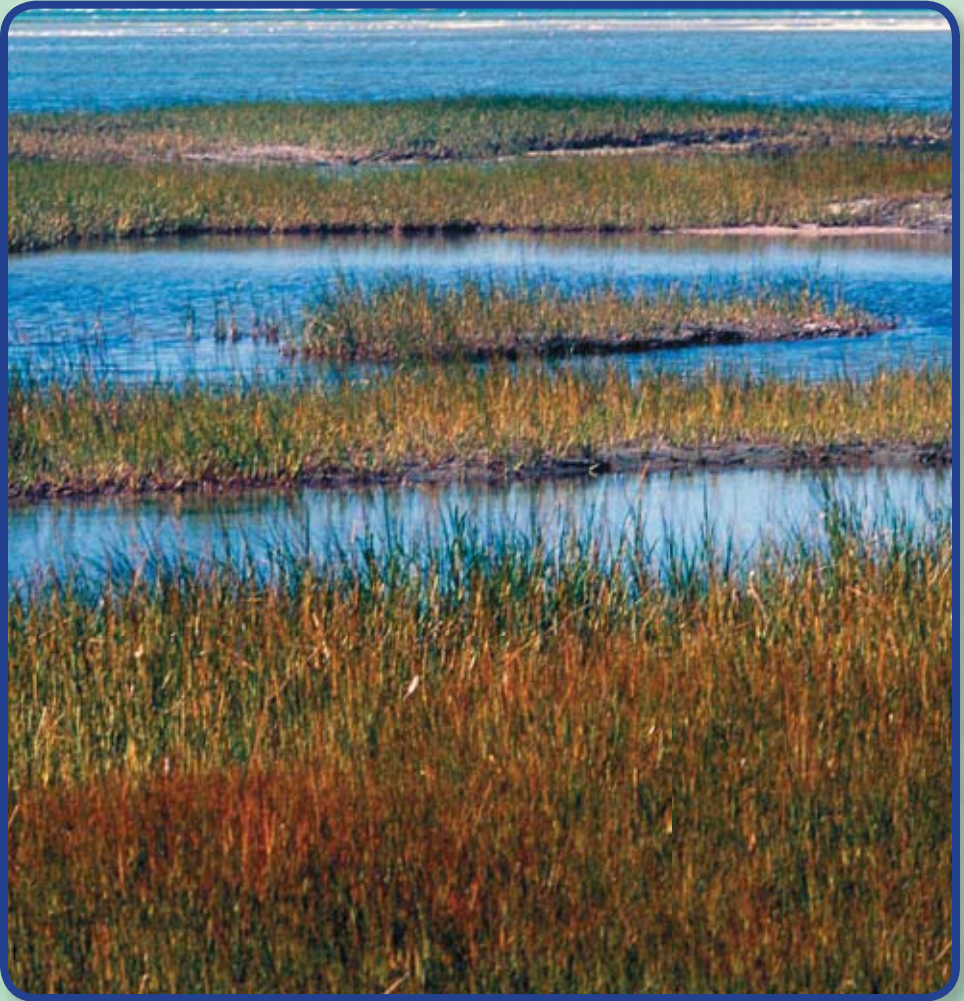
Wetlands

by Lesley Noy

Wetlands are places close to water. Many animals live in wetlands.

Not all wetlands are the same.
Some wetlands are next to the sea.





Grass can grow in wetlands.

A wetland can have plants. Grass grows in mud and sand. Bugs live in wetland grass.

Wetland Frogs and Snakes

A frog swims in a wetland pond. It hops onto land to fill its lungs. A frog eats bugs.





Frogs and snakes live in wetland ponds.

A snake swims in a pond.
It can move on land, as well.
A snake hunts frogs and fish.

Wetland Ducks and Cranes

A duck makes its nest in wetlands.

Ducks grab bugs with their **bills** and eat them.

A duck swims in a wetland pond.



A crane makes its nest in the wetlands, too. Cranes can swim. But they tend to wade in the water.

Cranes hunt bugs, crabs, and frogs.



Crabs and Clams

Wetlands are home to crabs and clams, as well. A crab has a shell. It has legs and claws, too. Crabs eat clams.

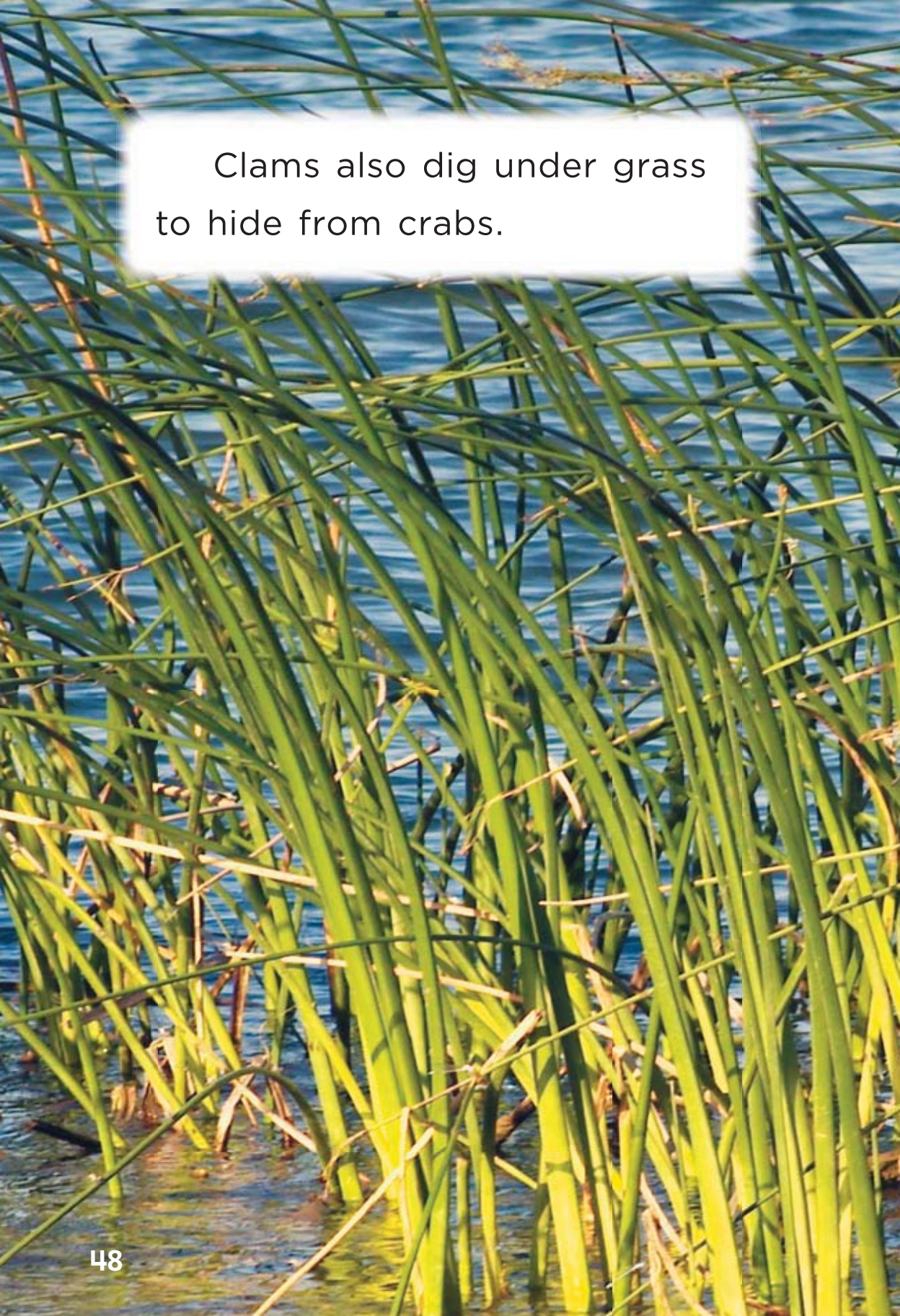


Crabs dig up clams in mud.



A mudflat is wet, flat land.

Clams have shells but not legs.
They live in mudflats. Clams dig into
soft mud to hide from crabs.

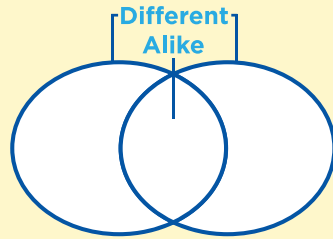
The image shows a close-up, slightly low-angle view of a dense stand of tall, green, blade-like plants, likely seagrass or marsh reeds, growing out of shallow water. The plants are vibrant green and have a linear, grass-like structure. They are packed closely together, creating a complex, textured pattern of vertical and diagonal lines. The water is a clear, bright blue, visible in the background and between the plants. The lighting is bright, suggesting a sunny day, which highlights the green of the plants and the blue of the water. A white rectangular text box is superimposed in the upper left quadrant of the image.

Clams also dig under grass
to hide from crabs.

Comprehension Check

Summarize

Read "Wetlands" again. Look at the Venn Diagram.



Summarize the selection.

Think About It

1. What are wetlands?
2. What birds make their nests in wetlands?
3. How are frogs and snakes alike?
How are they different?



Write About It

Write about an animal that lives in the wetlands.



Skills and Strategies

Decoding

Read the words.

size like gave smile
same inside fine bite
five name hide came

Vocabulary

decide hissed
gazed smaller

Comprehension

Make and Confirm

Predictions Predict

what will happen

next. Then read to

find out if you are

right. Use your Predictions Chart.

What I Predict	What Happens

Read

Make and confirm predictions.

Mike's Cat

Mike **gazed** at the pets. A big cat **hissed** at a **smaller** cat. Mike said, "If we get a cat, she can hiss at mice. We will not need a mouse trap."

Mom said no. Mike had a plan. The pet store let kids spend time with the pets. He fed and petted a black cat he liked.

Mom was surprised. What did Mom **decide**? She let Mike get the cat after all.

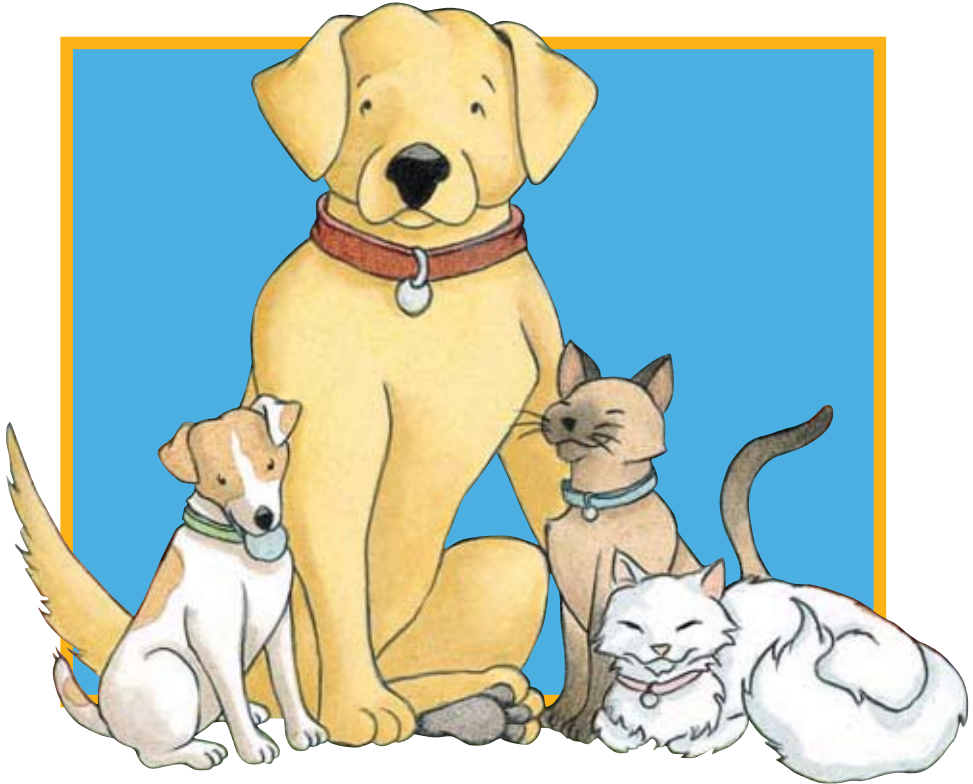


Fill in the **Predictions Chart** for "Mike's Cat." Summarize the story.

Jake's Pets

by Abby Sims

illustrated by Susan Hartung



Jake has dogs named Spot and Big Bess. Bess's name fits her size.

Jake also has two cats. Kit is tan. Fluff is white. Kit is smaller than Fluff.



Jake Likes Us Best!

“Jake likes cats. Dogs are just okay,” Kit said. Fluff rolled on her back and gave a big smile.

“I bet Jake likes dogs best. Let him **decide**,” said Spot.

Just then, Jake came in to get the dogs. “Spot! Big Bess!” Jake yelled. “Let’s toss a ball.”

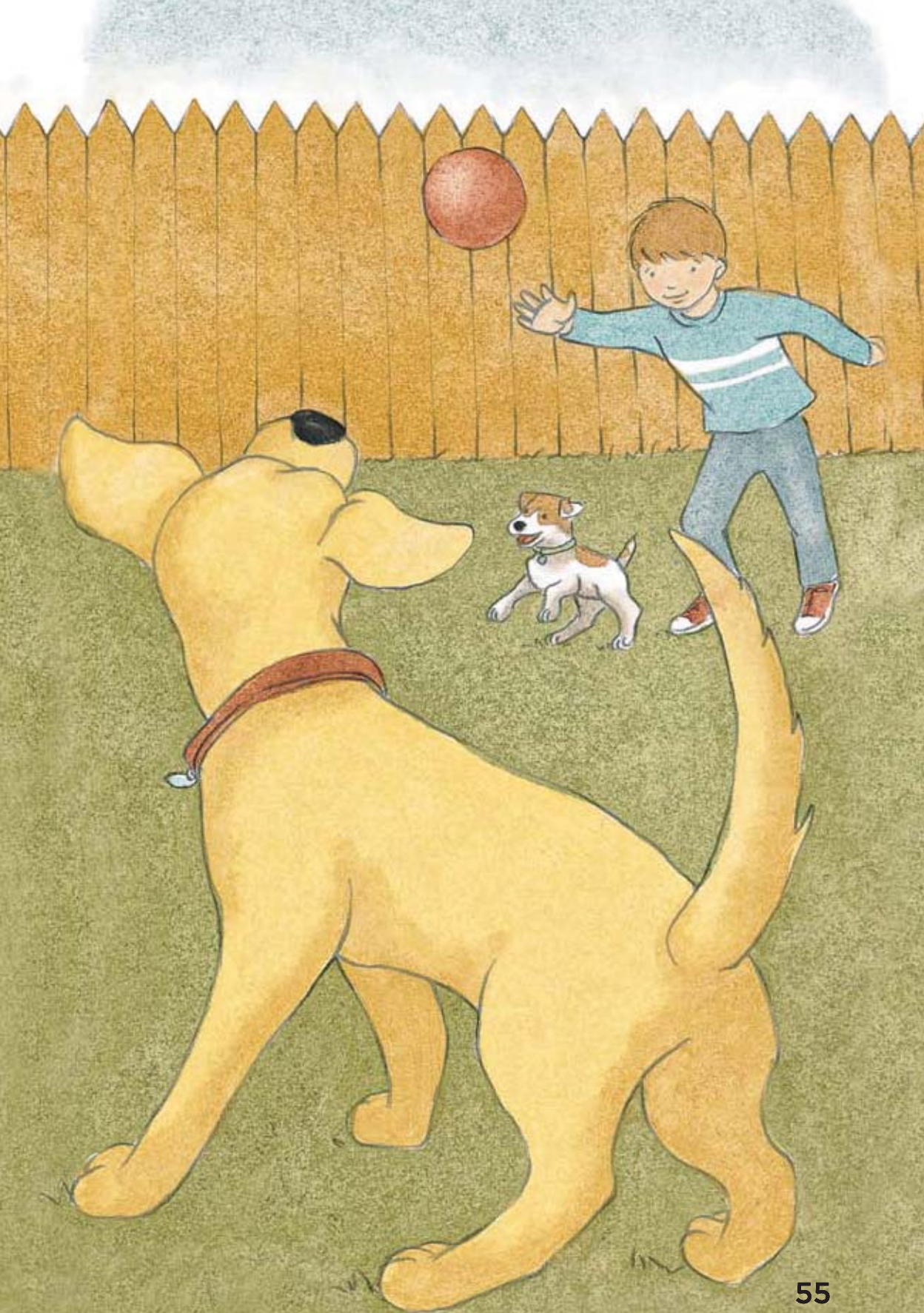


Spot got his red ball. Bess ran and Spot jumped.

Fluff and Kit **gazed** at Jake, Spot, and Big Bess.

Kit was sad. “Jake likes dogs best,” said Kit.

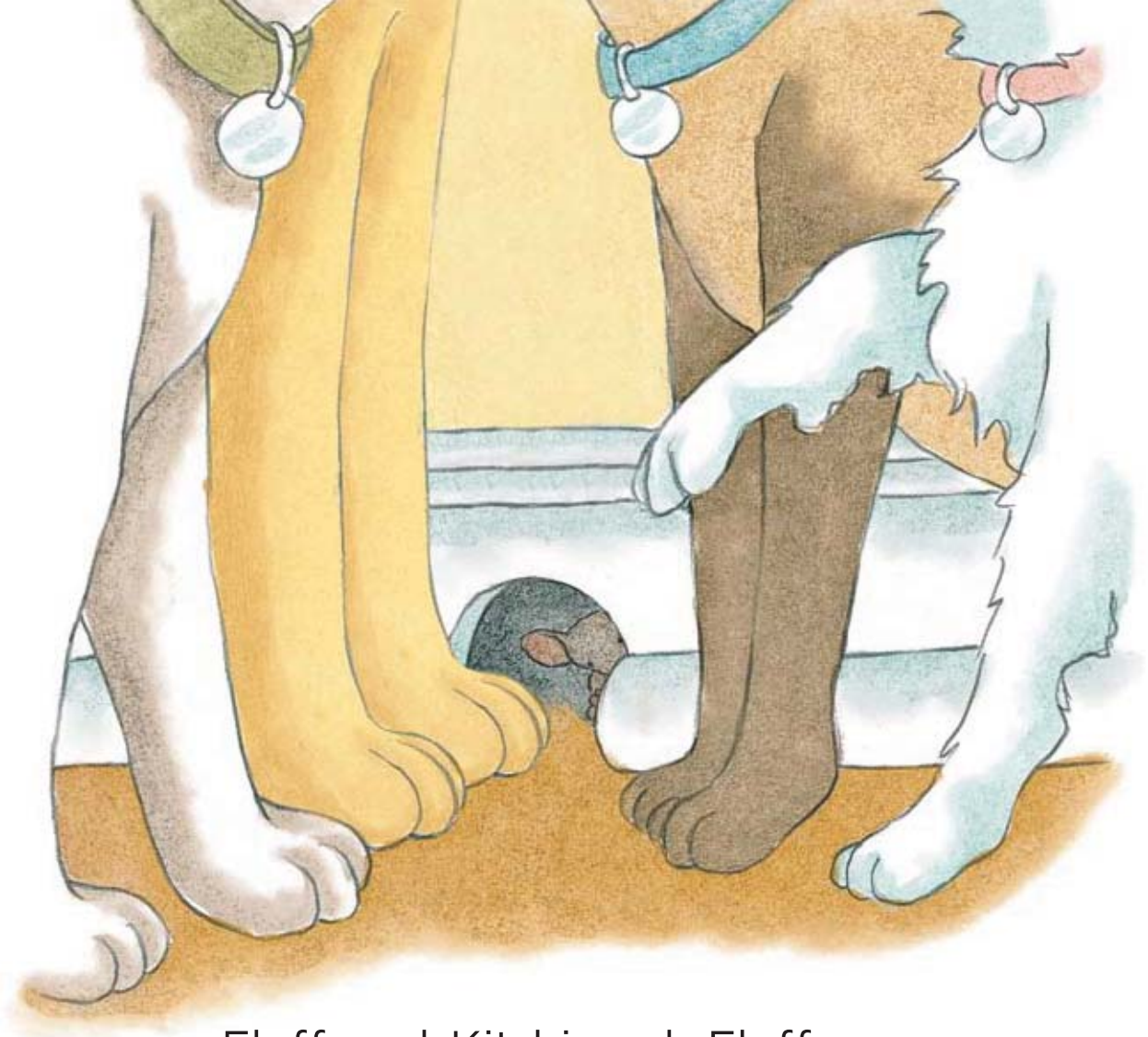
“Jake will like cats best. I have a plan,” **hissed** Fluff.



Fluff's Plan

Kit and Fluff led the dogs to a crack in the wall. Mice liked to hide in it.





Fluff and Kit hissed. Fluff stuck her paw inside. Five fast mice ran past.

Jake used a trap and got the mice.

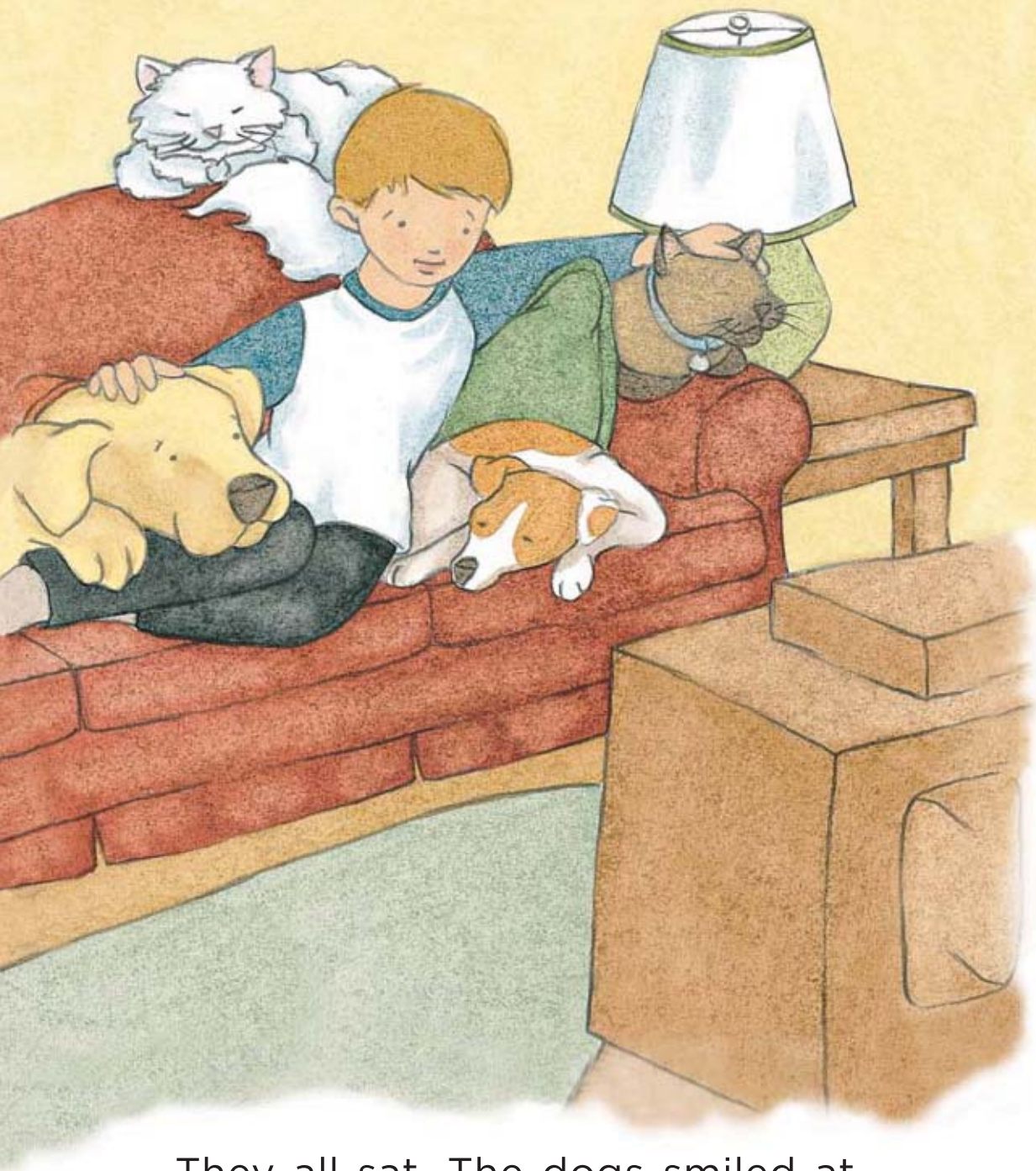
“Fine job!” Jake patted Kit and Fluff. Jake left. The cats grinned.



Spot and Big Bess felt bad. “Jake likes cats more than dogs,” said Big Bess. Spot and Big Bess got up to go out back.

Then Jake came in. He said,
“Spot and Big Bess, you are fun
dogs. Kit and Fluff, you are fine cats.
Let’s sit together.”





They all sat. The dogs smiled at the cats. The cats smiled back. Now the cats and dogs are best pals.

Comprehension Check

Summarize

Read "Jake's Pets" again. Look at the Predictions Chart. Summarize the story.

What I Predict	What Happens

Think About It

1. Why is Kit the cat sad?
2. Why do Spot and Big Bess get up to go outside?
3. Did you think the cats and dogs could be pals? Why?



Write About It

Write about a pet you would like to have.



Skills and Strategies

Decoding

Read the words.

flute	role	smile	cute
broke	tube	rule	home
like	joke	tune	close

Vocabulary

roles	practice	skit
crowd	classmates	costumes

Comprehension

Sequence Sequence is the time order of events in a story. Look for clue words like *first*, *then*, and *next*.

A Sequence Chart can help you put events in order.



Read

What happens first, next, and last?

A Cute Skit

My pals and I made a **skit**. It was fun.

First, I had to write the skit. I made up **roles** for my **classmates**. Then we made a set. We used boxes and tubes. Next, we made **costumes**. I made a mask and a hat. We had to **practice** a lot.

At last, we put on the skit. The **crowd** clapped.

Fill in the **Sequence Chart** for "A Cute Skit." Summarize.

Miss Pope's Class Puts On A Skit

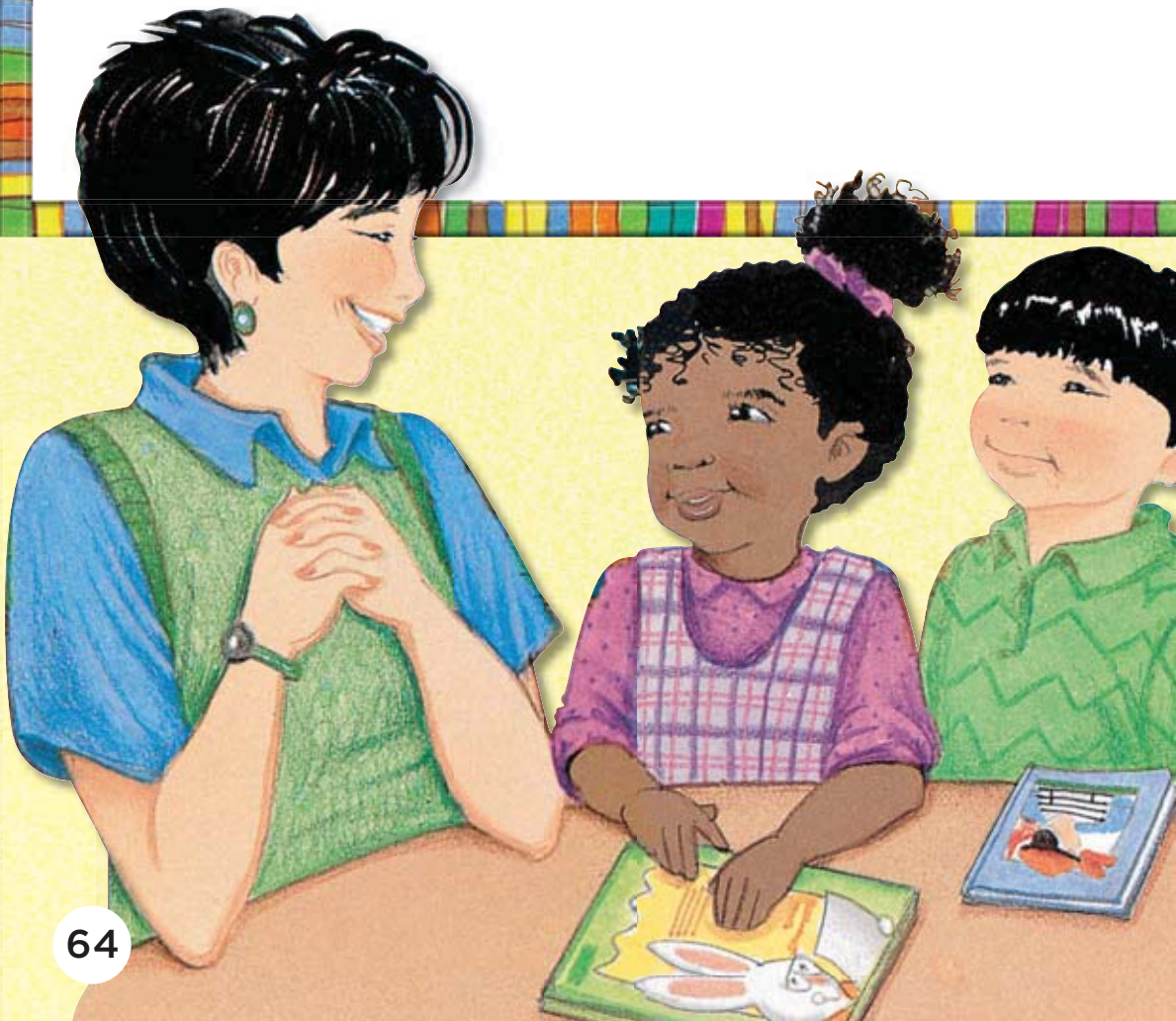
by Anna Cragg
illustrated by Priscilla Burris

Cast

Luke
Cole

Miss Pope
Mr. Duke

Rose
June



Planning

MISS POPE: Class, it is time to plan a skit.

JUNE: We can have a class skit about kids and animals. They can sing and tell jokes.

LUKE: I like that plan!

MISS POPE: June and Luke can write the skit. Please make up roles for your classmates.



Making the Skit

JUNE: First, Luke and I made the skit.

LUKE: We made up fun roles for kids in the class.

JUNE: A cat sings, and a dog tells jokes!

ROSE: Cole tells jokes.
He can be the dog.

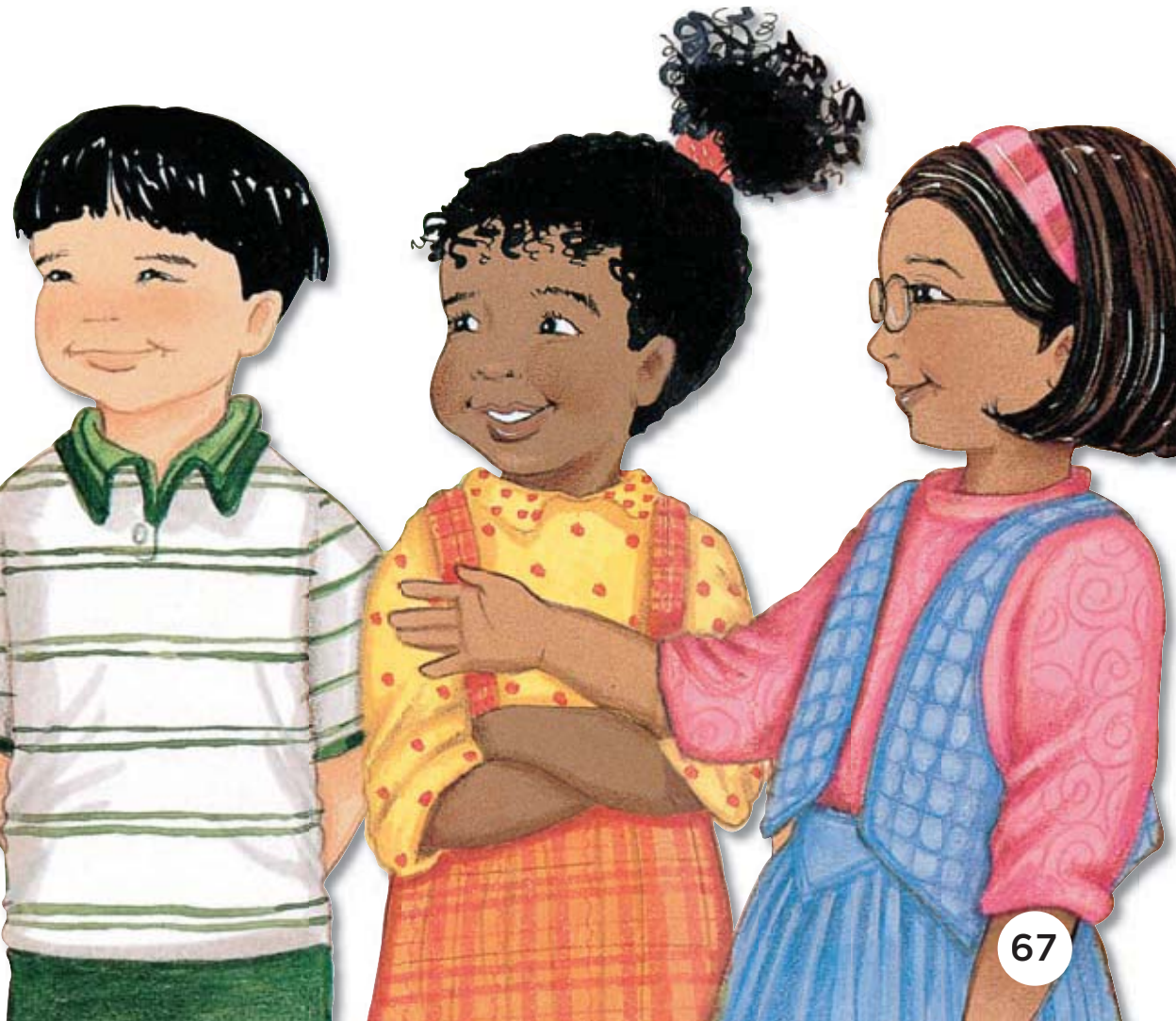
COLE: Rose is a singer.
She can be the cat.



Making the Set

COLE: Then I made a set. Other kids helped. We used a rug, boxes, ropes, and tubes to make the set.

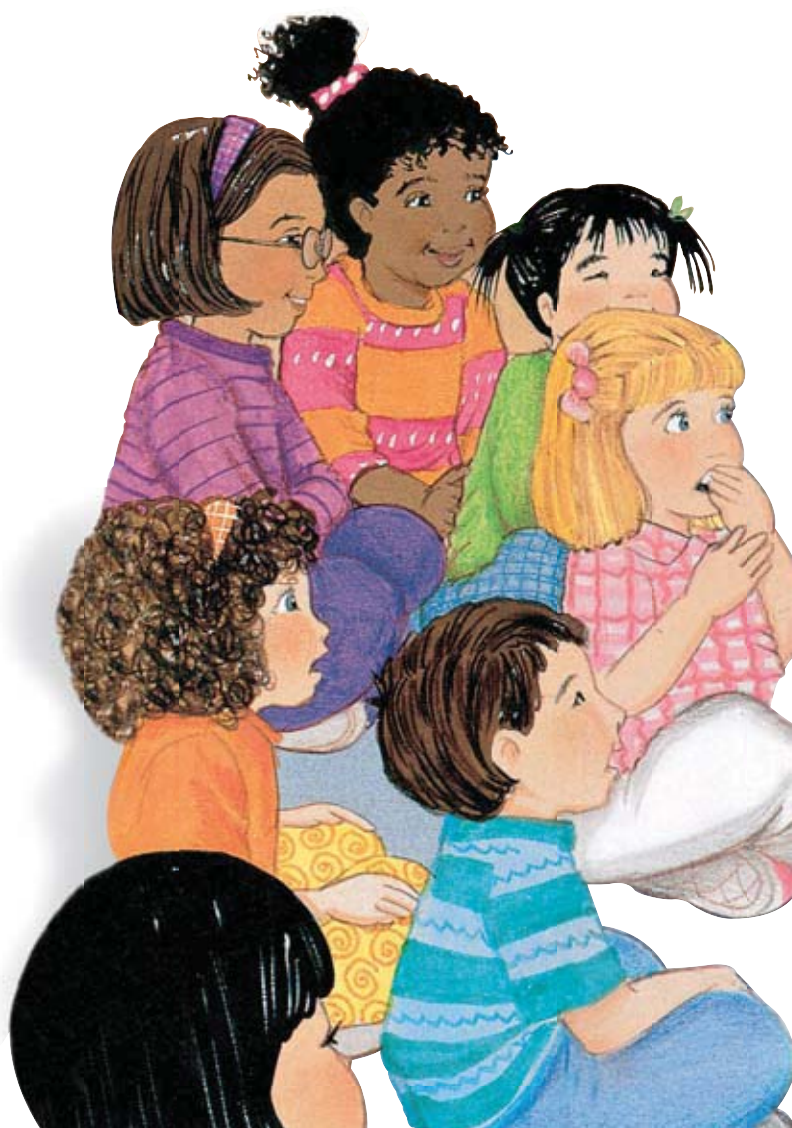
JUNE: The set is the animals' home. It has a hill and a pond.



Making Costumes

ROSE: Next, I made costumes.
Other kids helped. We made
pants and tops.

JUNE AND LUKE: We made animal
ears and noses!

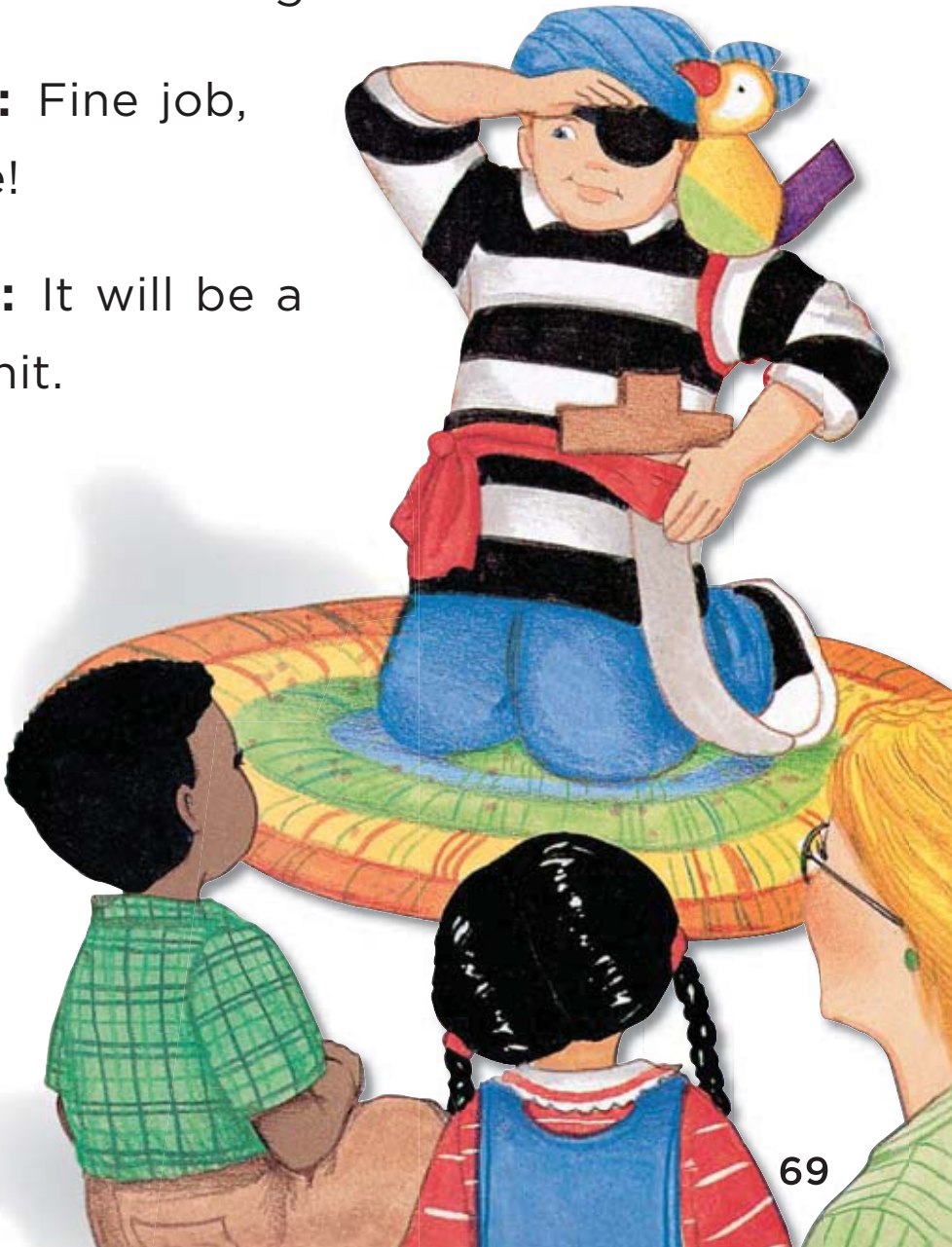


Skit Practice

Luke gets to **practice** his role. He has a fun costume. He sings a song with his pet. His classmates like Luke's acting.

JUNE: Fine job, Luke!

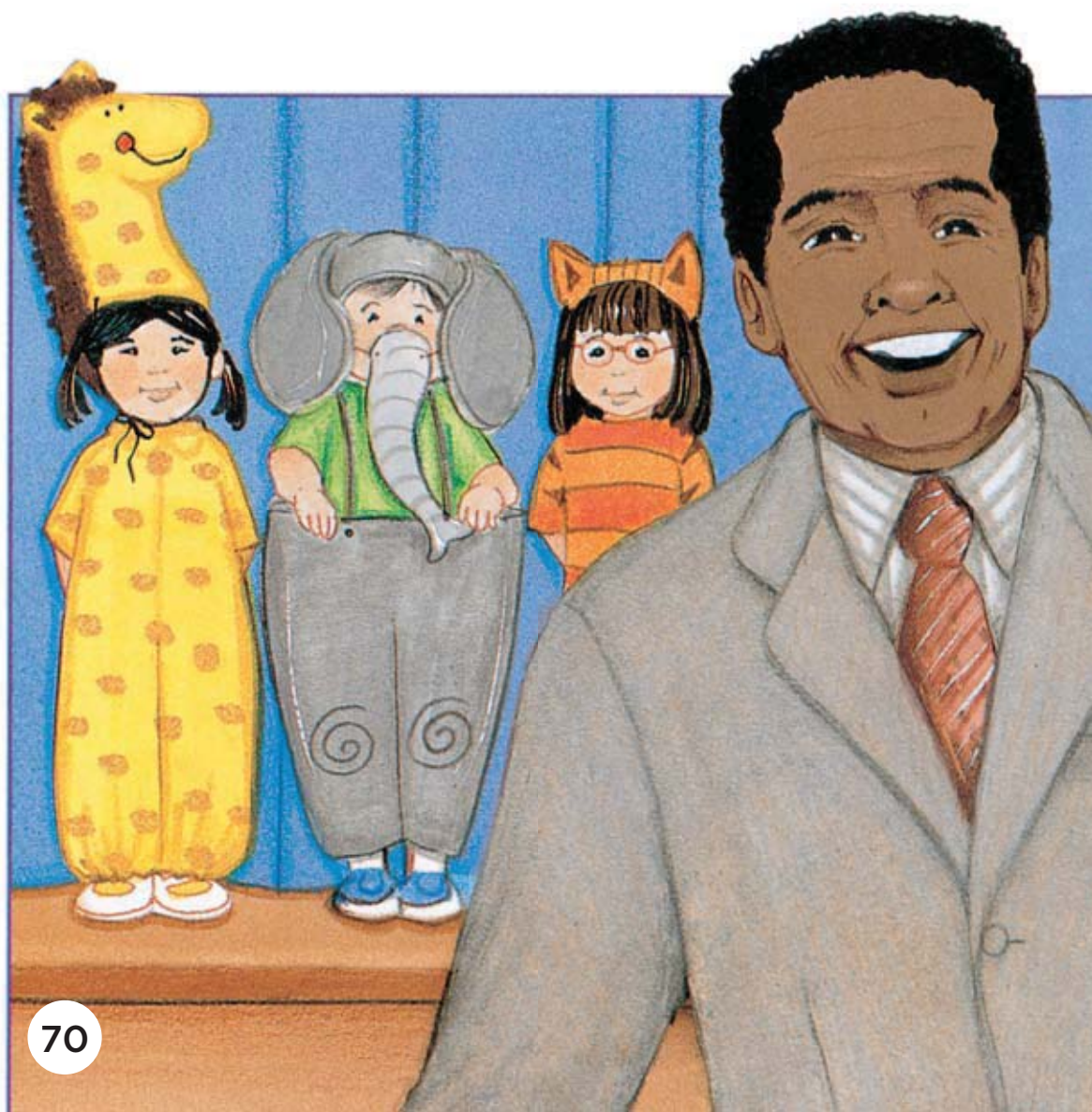
ROSE: It will be a big hit.



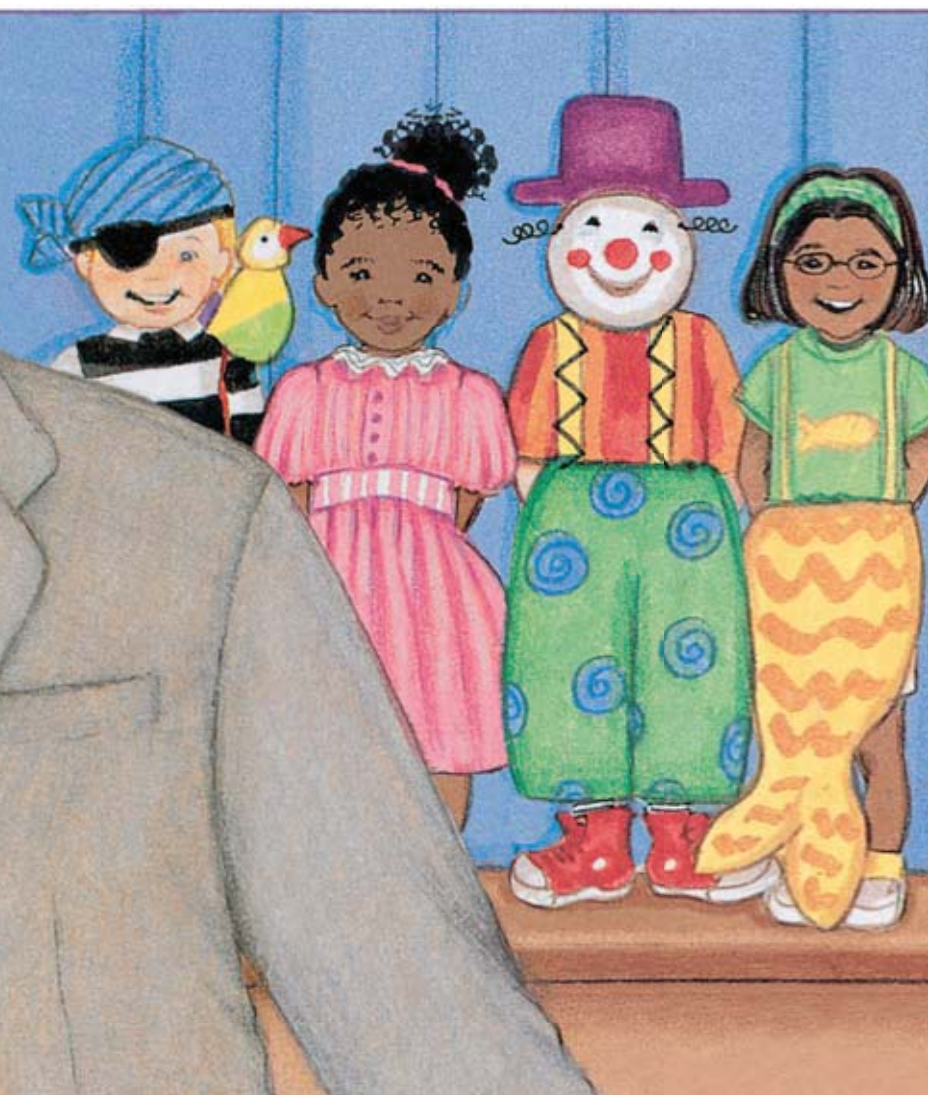
The Skit

At last, it is time for the skit. Miss Pope's class has on cute costumes.

MR. DUKE: Please clap! Here is Miss Pope's class!



Miss Pope's class sings songs and acts. Cole and June tell jokes. Rose sings. The crowd claps and waves. Miss Pope's class stands and smiles.

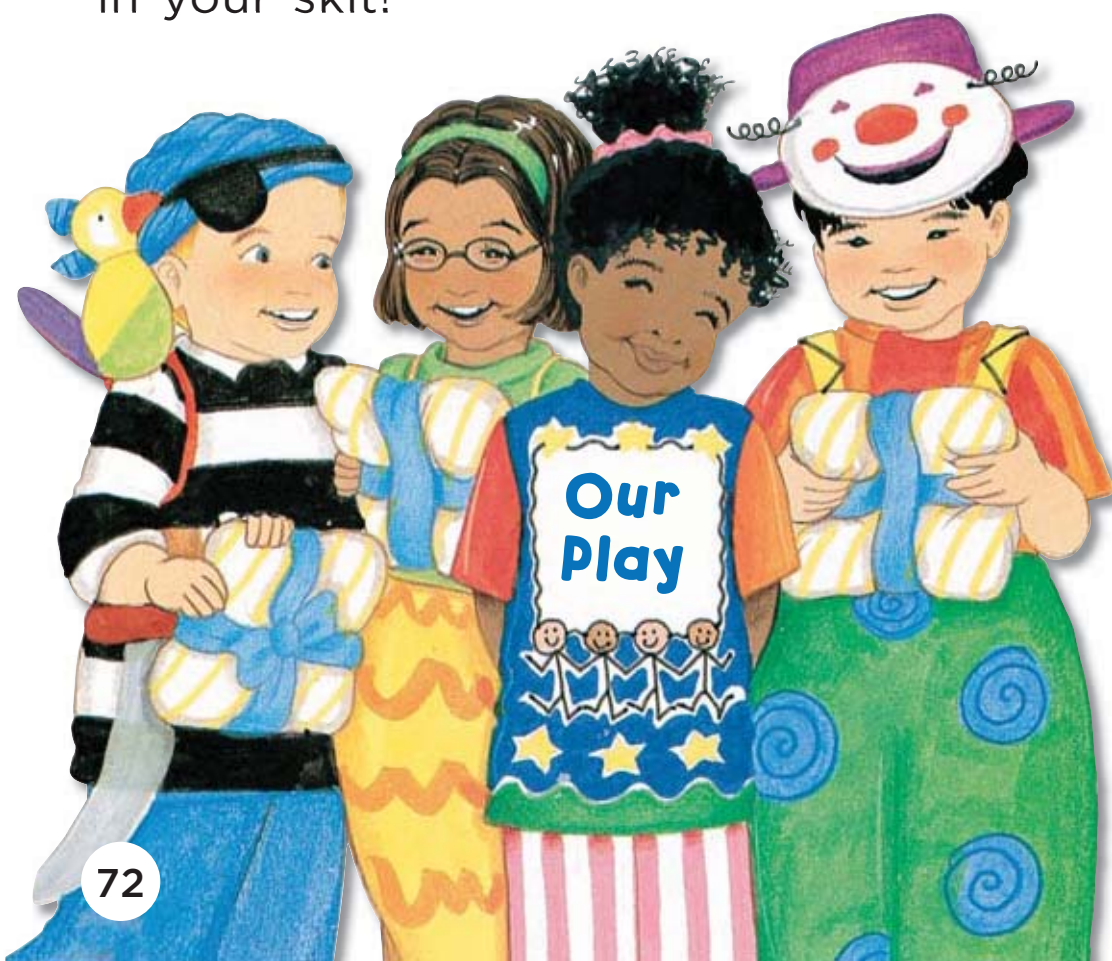


JUNE: It is a big hit! Rose is a fine singer. And Cole tells jokes well.

ROSE: Luke and June are the best writers!

LUKE: I like to write. And it is fun to sing and act.

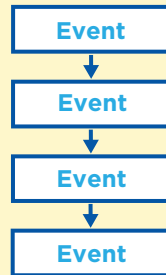
MISS POPE: Class, you can take pride in your skit!



Comprehension Check

Summarize

Read "Miss Pope's Class Puts on a Skit" again. Use the Sequence Chart. Summarize.



Think About It

1. Who made up the skit?
2. What roles can Rose and Cole have?
3. How does Miss Pope's class get ready for the skit?



Write About It

What would you like to do in a skit? Why?



Skills and Strategies

Decoding

Read the words.

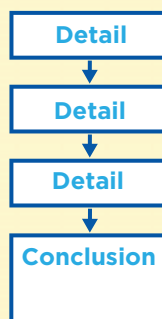
leave	seem	team	green
tune	creek	home	speed
please	froze	speak	funny

Vocabulary

sunset	gleamed	usually
deeds	trust	forest

Comprehension

Draw Conclusions Find details from the story to draw conclusions. A Conclusion Map helps you draw conclusions.



Read

Draw a conclusion about the story.

A Bedtime Tale

Willy's bedtime was just after sunset. Stars gleamed through the trees. Willy usually did not want to go to sleep. So his mom told him a tale.

"In the forest there is a wolf cub named Willy who does good deeds. All the animals trust him. As a gift, Queen Wolf gives him dreams. Now the cub can dream as he sleeps."

Willie smiled and went to sleep.



Fill in the **Conclusion Map** for "A Bedtime Tale." Summarize.

Mom Wolf Speaks

by Todd Lilly
illustrated by
Marianne M. Sachs-Iacob

Swimming and Running

Mom called her pups. “Rex!
Cubby! Huck! Come on. It is time
to leave.”





Cubby sat close to the pond.
“Can I please practice swimming?”
he begged.

He was a good swimmer.
His wet coat still gleamed.

“No,” said Mom. “It is time
to leave.” Mom wanted to keep
the cubs safe.



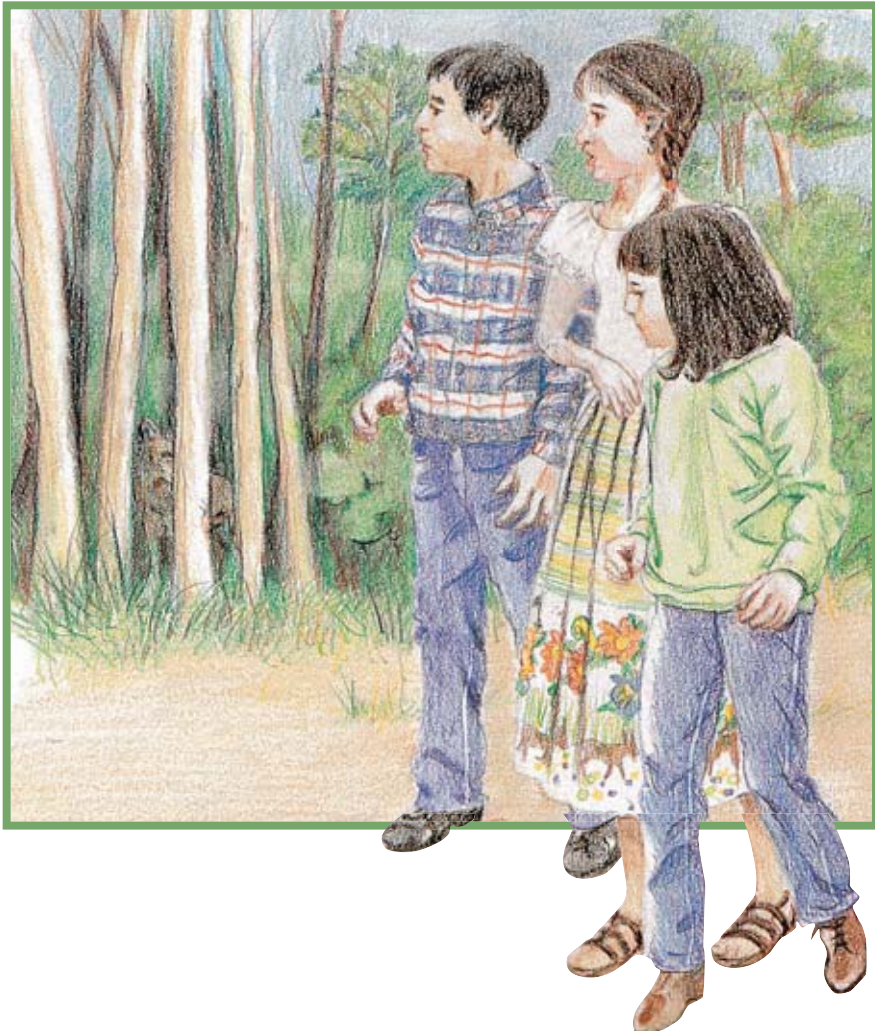
“Race me!” yelled Huck.

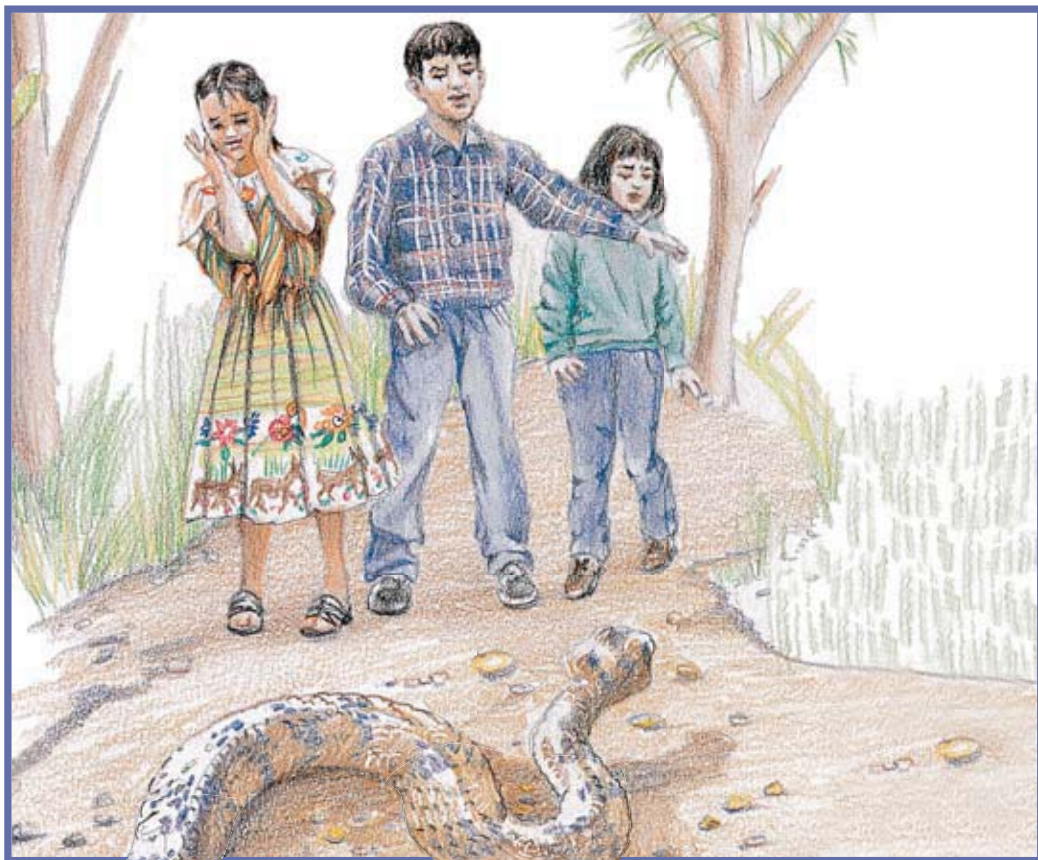
“I bet I will win,” yapped Rex. Rex, Cubby, and Huck ran at top speed. Mom ran after the cubs.

The wolves spotted three kids. “Stop!” yelled Mom.

The kids—Manny, Jess, and Izzy—seemed lost and scared.

Mom did not **trust** men in the **forest**. Men cut trees and hunted. But Mom did like kids. Mom had seen these kids in the past.





A Snake!

A soft hiss came from the grass. The kids froze. Manny spotted a big snake! Jess screamed.

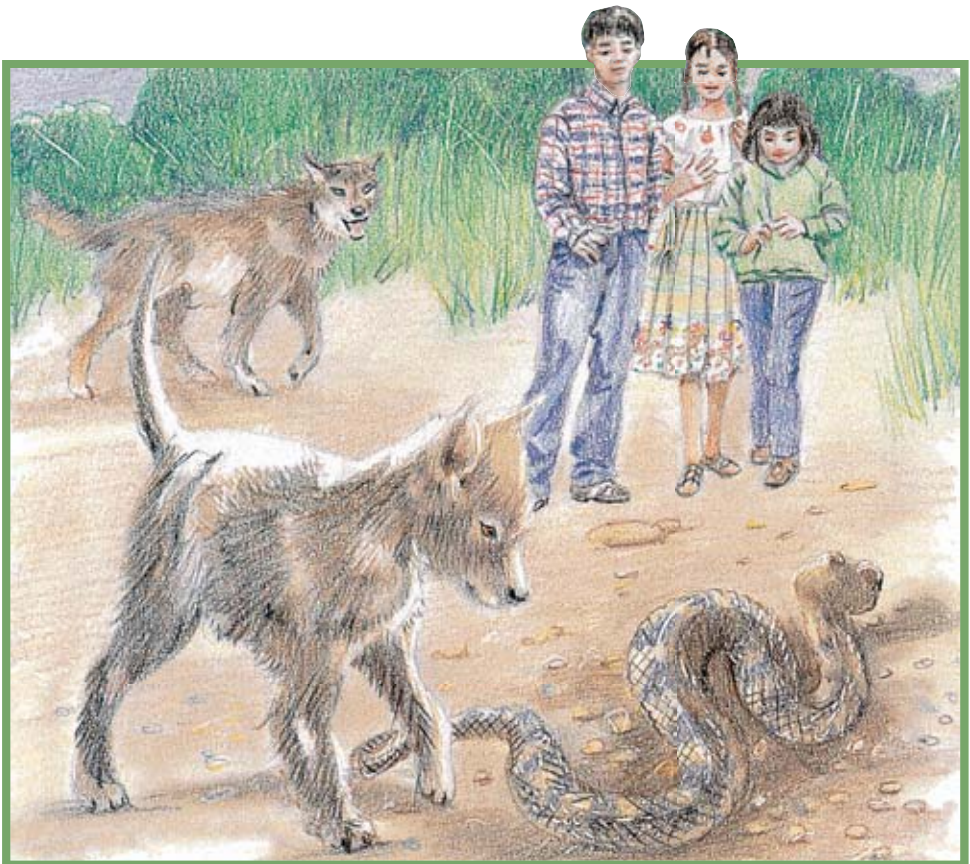
Mom Wolf stepped out from the trees. “Keep still,” she said. “We will help.”

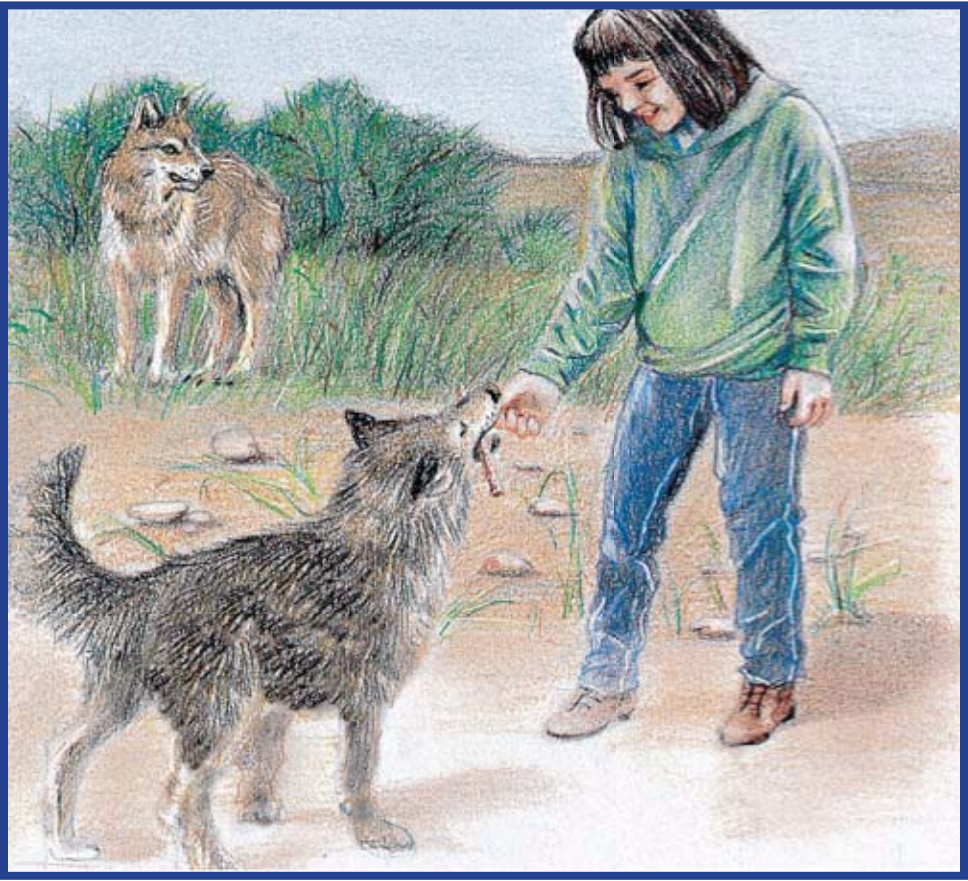
Mom and the cubs made the snake creep back into the grass.
Mom asked the kids, “Are you lost?”

“Yes,” wept Izzy.

“You can speak?” asked Manny.

“Yes,” said Mom.



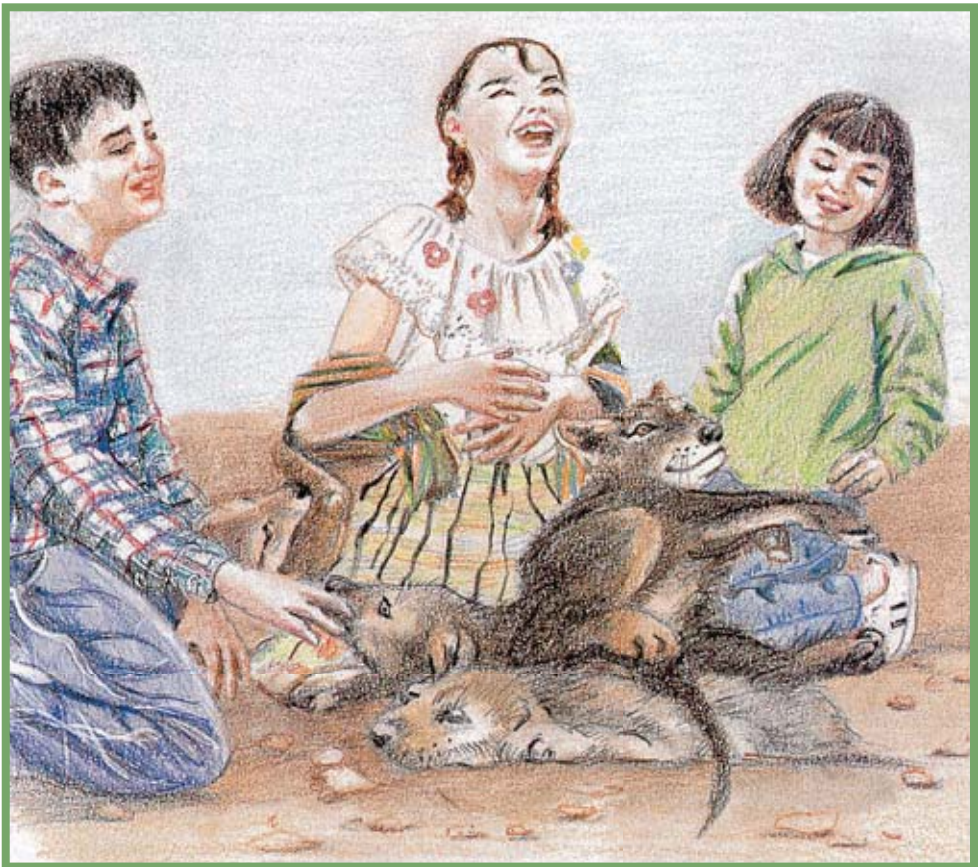


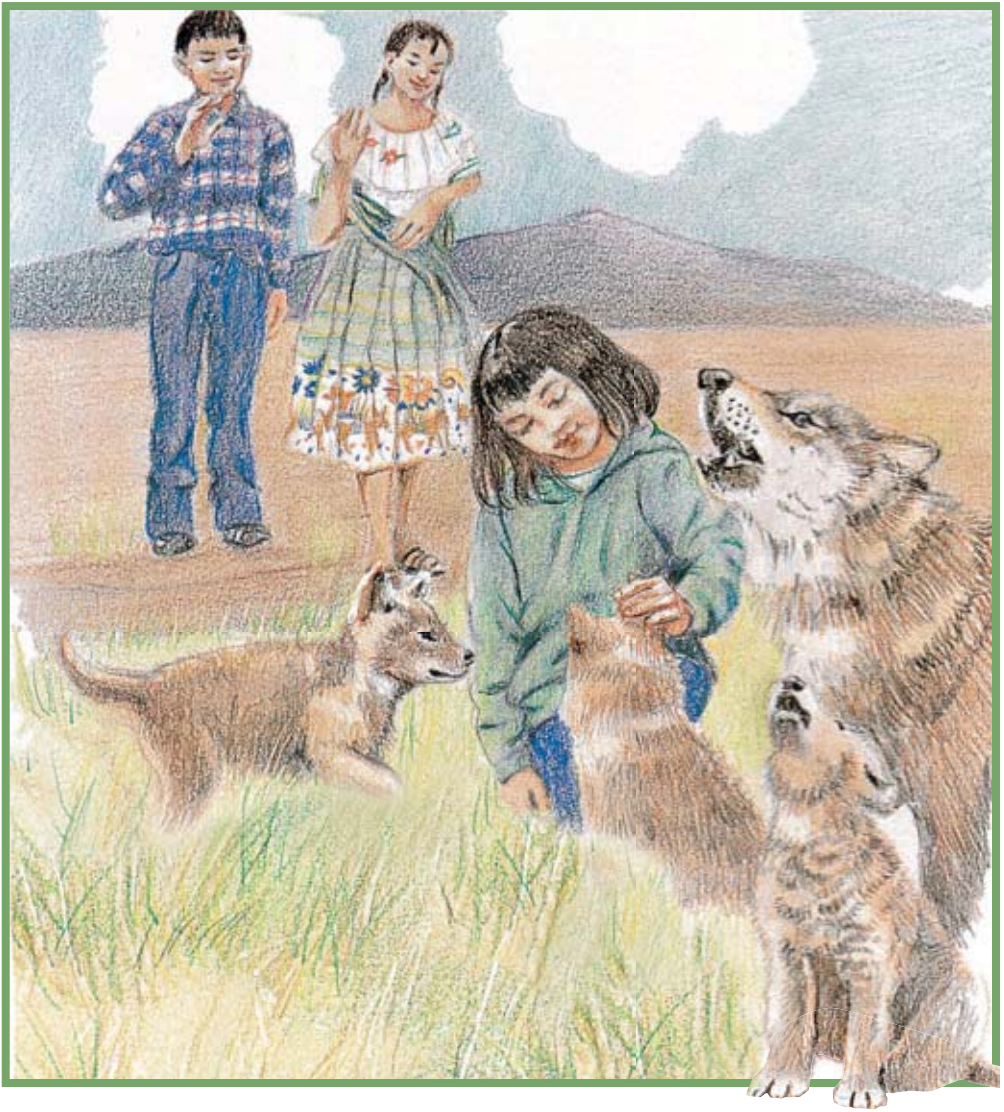
“We **usually** just speak to each other. We howl. But we also speak up if kids need help,” said Mom.

“We helped you because we have seen your fine **deeds**. We have seen Jess feed deer. We have seen Manny free a trapped rabbit.”

Manny, Jess, and Izzy sat and petted the cute pups.

Mom said, “You must get home before **sunset**. The creek will lead you home.”



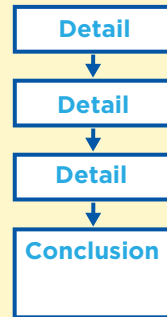


Manny and Jess got up and waved to Mom and the pups. Izzy patted Rex. The pups howled and romped home.

Comprehension Check

Summarize

Read “Mom Wolf Speaks” again. Look at the Conclusion Map. Summarize.



Think About It

1. Who seemed lost and scared?
2. How did Mom help the kids?
3. Why does Mom help the kids?



Write About It

How are the wolves in the story like people? How are they like animals?



Skills and Strategies

Decoding

Read the words.

flying happy night sky
dry tie clean kind
high light queen flight

Vocabulary

sights hobbies plastic
engine noisy different

Comprehension

Main Idea and Details

The main idea is the biggest idea in a story. Details tell about the main idea.

Detail
Detail
Detail
Main Idea

Read

Find the main idea and details.



Gliders

Gliders were made before planes. Now, gliding is one of the best hobbies.

There are two different kinds of gliders. Both kinds ride on the wind. A hang glider is like a big kite. It has a metal or plastic frame. A glider plane looks like a plane. It has wings but no engine.

Gliders are pleasing sights. They are quiet, not noisy.

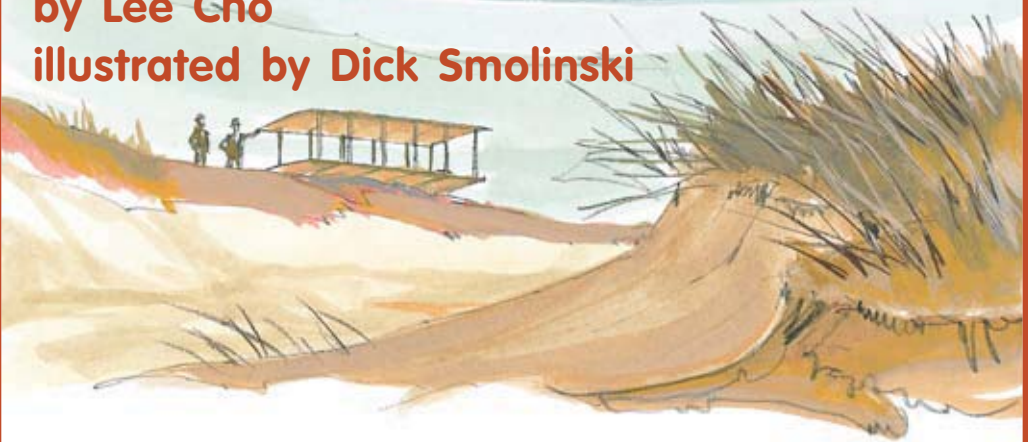
Fill in the **Main Idea Chart** for "Gliders."
Summarize.

Flight

Gliders to Jets

by Lee Cho

illustrated by Dick Smolinski



People expect to have fun flying.
The best **sights** can be seen from
high in the sky.

There are **different** kinds of flying.
People can fly in gliders, planes, and
jets. Each kind of flying can be fun.



Gliders

Gliders came before planes.
Gliders use wind to fly.

On one of the first gliders, wings flapped up and down. To get a glider up, men ran on the sides. When winds lifted the glider up, the men let go.



Hang gliding over a beach.

A hang glider is different from the first gliders. It has a frame with a big kite set on top. Hang gliders ride on wind like a kite. Hang gliding is one of the best hobbies.

Unless it is foggy, a glider is the best way to see from up high.



Only two people can sit in a glider plane.

A glider plane looks like a plane. It has long, slim wings, but it has no engine.

A glider plane is usually pulled up into the sky by a plane. After the glider lifts up, the plane lets go. The glider plane is quiet as it flies.



A prop plane has blades and an engine on each wing.

Planes and Jets

The first plane with an engine was a prop plane. A prop plane has spinning blades, or props. As the blades spin faster, the plane lifts up. A prop plane is not quiet. It is **noisy**.



1955: A jet flies in the sky.

Another kind of plane is the jet. The first jet plane flight was made in 1939. A jet is big and flies fast. It does not have props, but it has big engines. A jet is quite noisy.



A jet can fly across the U.S. in six hours.

The best thing about a jet is its speed. A jet can fly at 885 miles an hour.

Like a car, a jet uses lights at night. The lights gleam in the sky.



Many people can ride inside a jet.

Jets can be big. One of the biggest has up to 555 seats. Its wing span is almost as wide as a football field.



2001: A solar plane had an 18-hour flight.

What is Planned Next?

Planes will be made of **plastic**.
Plastic makes a plane light. It will use less gas.

Next, planes might not use gas. A plane might run on just sunlight! That is the best flight plan yet!

Comprehension Check

Summarize

Read "Flight: Gliders to Jets" again. Use the Main Idea Chart. Summarize.

Detail
Detail
Detail
Main Idea

Think About It

1. What was the first plane with an engine?
2. How does a glider plane fly?
3. What details tell about the hang glider?



Write About It

How do fast planes help people?



Skills and Strategies

Decoding

Read the words.

stand	trunk	blend	bright
cling	night	drink	swift
bring	spend	light	fly

Vocabulary

danger	clump	warn
swift	scales	color

Comprehension

Author's Purpose An author writes to entertain, inform, or persuade. An Author's Purpose Chart helps you tell why the author wrote the selection.

Details

↓

Author's Purpose

Read

Find the author's purpose.



Being Safe

Animals have many ways to be safe. Some animals hide or run away. Some can **warn** others with their bodies.

Skunks make a stinky smell to scare away other animals. A deer waves its tail to warn of **danger**. A rabbit can hide in a **clump** of grass. A **swift** squirrel runs up a tree trunk if it is chased. A snake uses the **color** of its **scales** to hide.



Fill in the **Author's Purpose Chart** for "Being Safe." Summarize.

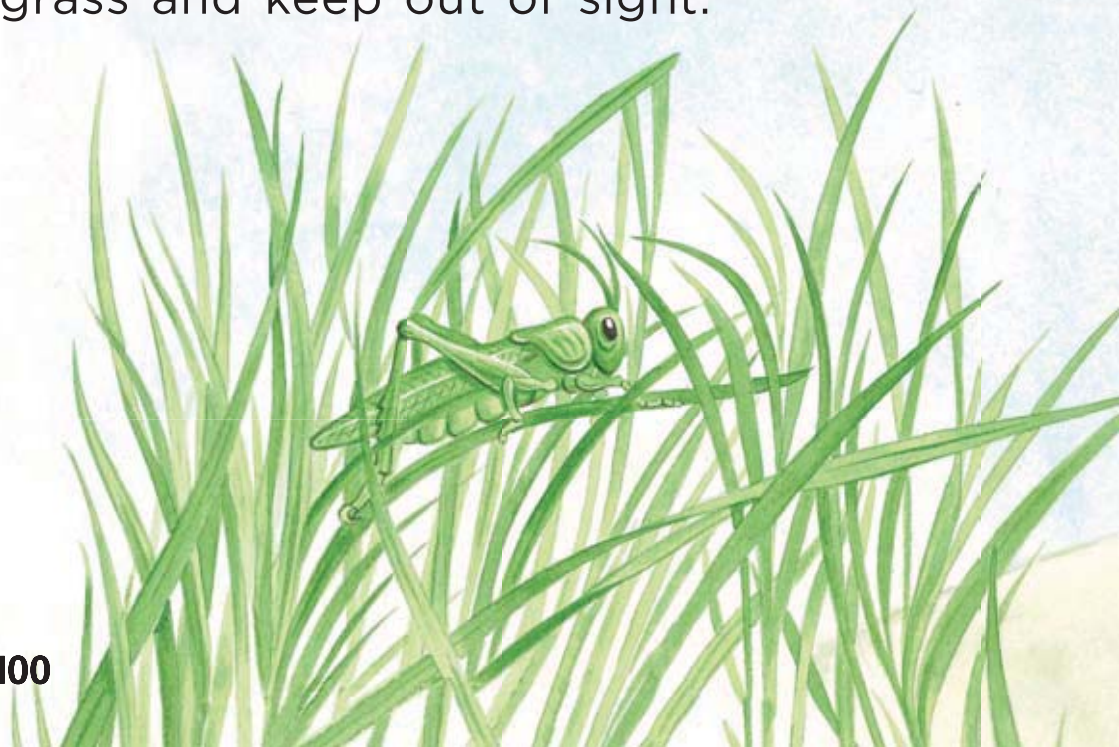
Animal Hide and Seek

by Jill Viera

illustrated by Karen Bell

Hiding In Grass

Can you see a green grasshopper hiding? Its legs seem like grass stems. It can cling to a blade of grass and keep out of sight.



The grasshopper is hiding from a mouse! The mouse is up early. It will spend time hunting bugs. But it will not spot the grasshopper.

The grasshopper uses its green color to hide in a clump of grass. It can't hide on a tree trunk. It won't blend in.





Eating At Night

A bat can't see colors. But it can see well at night. It can see the bright cactus flowers in the moon's light. It drinks from the flower and flies away.

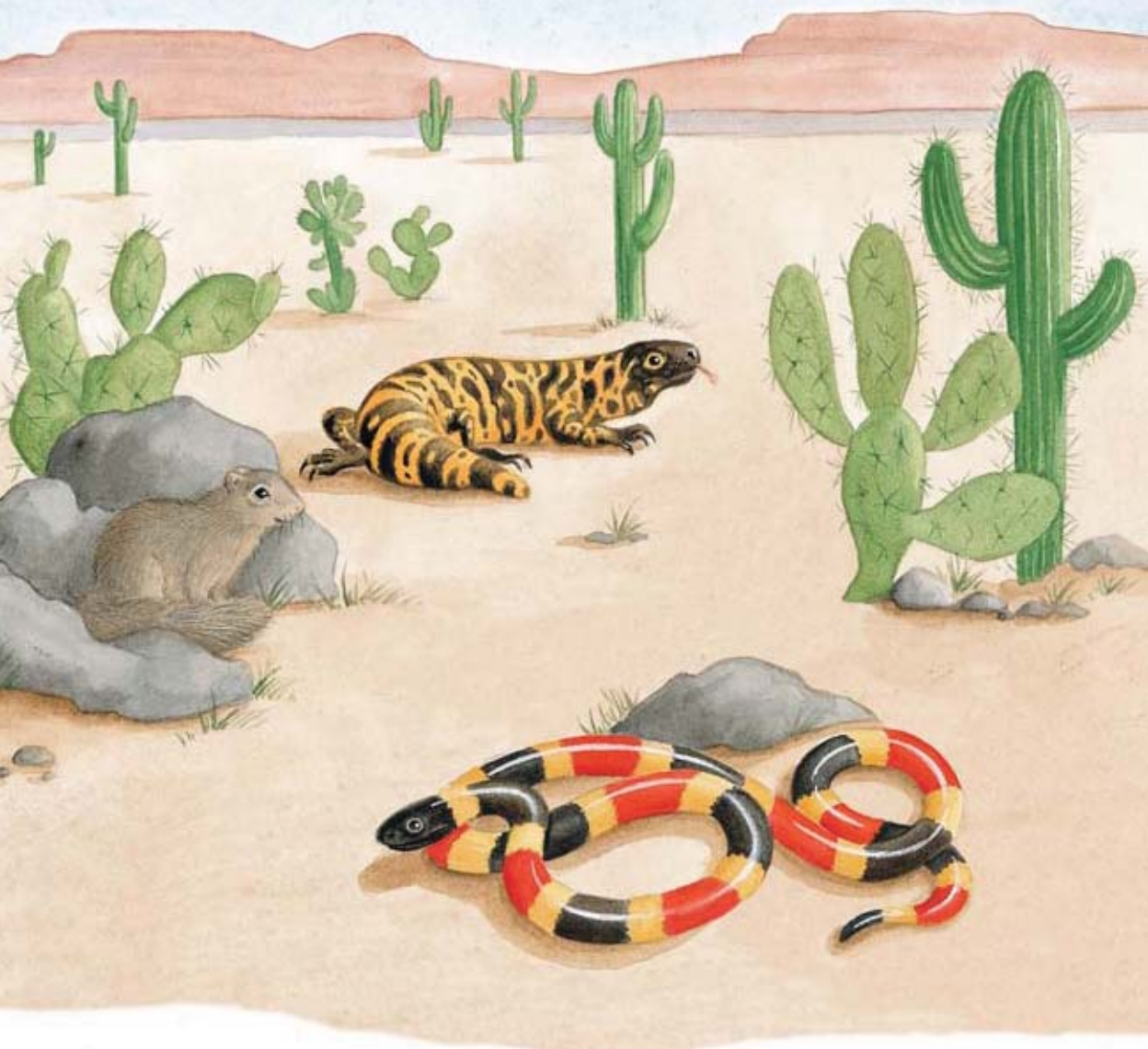


A moth eats at night as well.
But bats can eat moths! If a bat
gets close, a moth will fly off its
flower. If the moth is **swift**, or
fast, it will get away.



Keeping Eggs Safe

Can you spot a nest? It seems like a pile of rocks and grass. But it is a nest of spotted eggs! Quails can keep their eggs safe in a nest like this.



Warning Colors

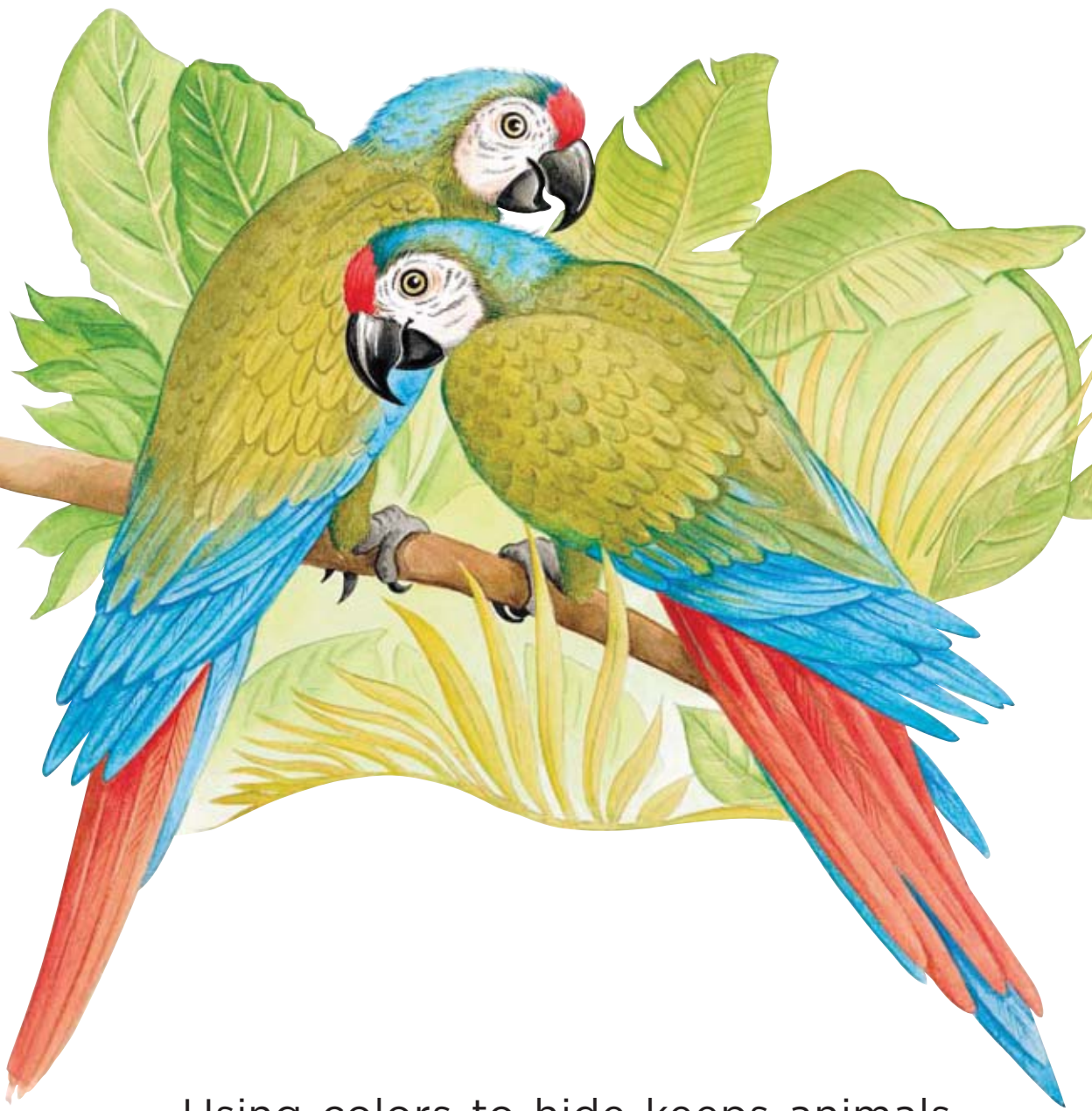
A snake can have bright colors on its **scales**. Bright colors can **warn** others. They might mean, “Get back! My bite will make you sick!”



If a deer can tell **danger** is close, it can warn others to run! It can't speak, but it has a neat trick.

It will stand still and lift its tail like a flag. The sudden bright white tells other deer to run and hide.





Using colors to hide keeps animals safe. Using colors to warn helps keep animals safe. Using colors can help animals live!

Comprehension Check

Summarize

Read "Animal Hide and Seek" again. Look at the Author's Purpose Chart. Summarize.

Details

↓

Author's Purpose

Think About It

1. What animal hides in grass?
2. What animals eat at night?
3. What sentences tell the author's purpose in this story?



Write About It

What are some ways people warn each other of danger?



Skills and Strategies

Decoding

Read the words.

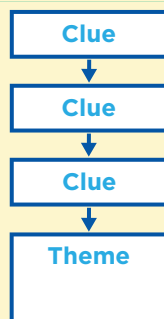
brain	rain	may	eggplant
stain	plant	faint	stay
gray	grain	claim	grill

Vocabulary

midday	large
feast	complete

Comprehension

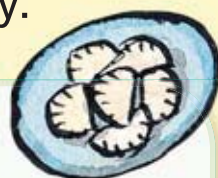
Theme The theme is the message that the author wants to tell readers. A Theme Map helps you find the theme in a story.



Read

Look for the theme of the story.

Jen's Feast



Jen went to Mr. Tam's fruit stand. Mr. Tam had a lot of plums he didn't sell. He gave them to Jen.

Jen asked her pals to come by at **midday**. They made **large** pies and jam.

"This **feast** is not **complete** without Mr. Tam!" Jen cried. She invited him in and gave him the pies. He was glad he gave Jen the plums.

Fill in the **Theme Map** for "Jen's Feast." Summarize.



A Midday Feast

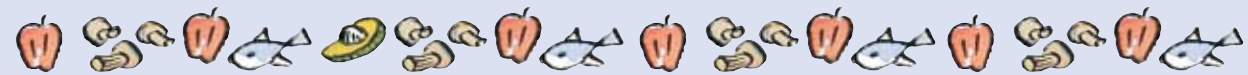
by Tim Brady
illustrated by Robert Neubacker



Miss Gray did not like the **midday** meal at school. Kids ate fast, and they did not eat well. So Miss Gray made a plan.

"We will make a big **feast**," explained Miss Gray. "Bring in something you eat at home. It may not be fast. It must be homemade."





Not Fast?

"What do you mean by not fast?"
asked Jay.

"It is something that takes time to
make and eat. Make it at home. Bring
your homemade meals to class on
Monday. We will set up a midday feast!
It will be a fine, big meal!"



The bell rang, and the kids ran into the sunlight.

Jay spoke up, "I like snacks that I can eat fast."

"Miss Gray explained that we need to eat better. She said we must not eat fast food all the time," said Gail.





Eggplant

Gail told Mom and Dad about the feast. Gail's dad smiled. "Will your pals like eggs?"

"No," Gail cried. "I need a meal for lunch!"

"We can make eggplant," said Mom. "Dad can grill it."



Dumplings

"Hi!" yelled Jill's dad. "What's happening?"

"Jill must take a homemade meal to class," Mom replied.

"Mom told me we can make steamed dumplings," said Jill.

Dad hugged Jill. "If your mom is making it, your pals will like it!"

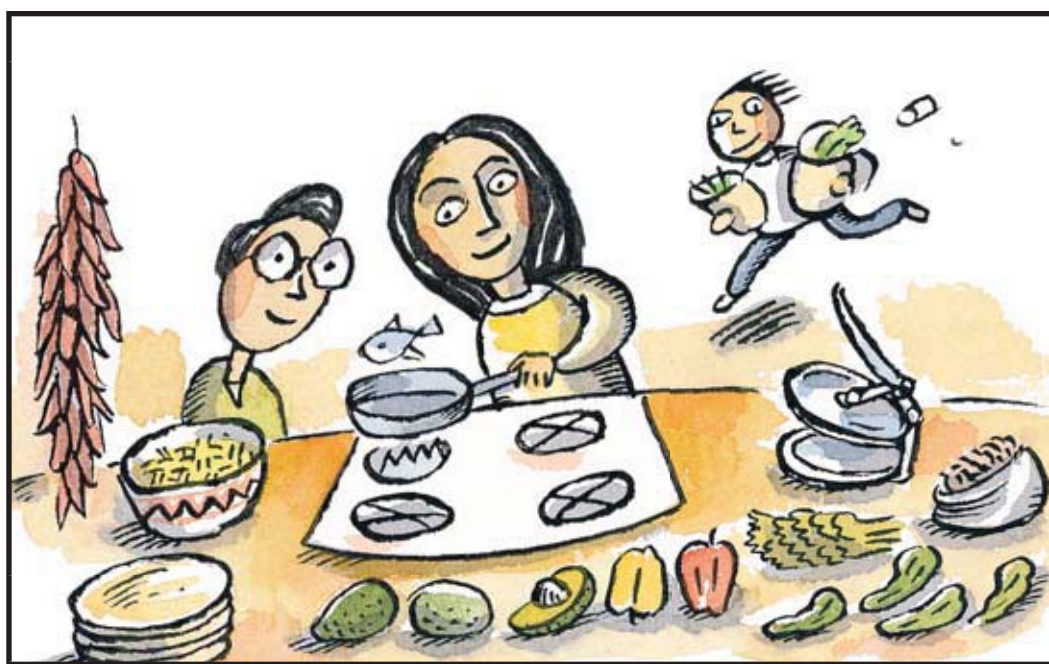


Sea Bass

Rick helped Mom make a sea bass.
"We are baking it with red peppers.
Now we must wait."

Dad came running in. "I have greens
for a salad."

"Thanks, Dad. We will have a
complete meal!" Rick said.





A Big Pot of Rice

"What can I take?" Jay asked.

"We can make rice with green beans, eggs, and nuts," said Jay's dad.

"Grandma used to make this meal."

"Yes!" Jay cried. "I can't wait! I will take a big pot of rice!"





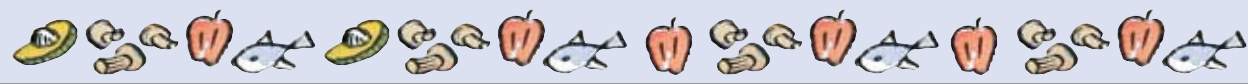
The Feast

On Monday, kids in class held
up plates.

"I made eggplant," said Gail.

"Dad and I made rice!" added Jay.

"I cut up green beans and added nuts."



The kids ate a **large** meal. They tried grilled eggplant, sea bass, and refried beans.

Miss Gray smiled. The feast was not fast, but it was fine.

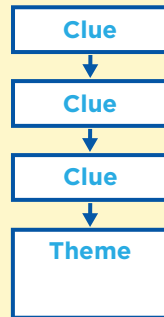
"I want to refill my plate!" exclaimed Jay.

The kids in the class grinned. "We made a fine feast. Eating it made us happy!"

Comprehension Check

Summarize

Reread "A Midday Feast."
Look at the Theme Map.
Summarize.



Think About It

1. What food does Gail's dad make?
2. What food did Rick make with his Mom and Dad?
3. Why did Miss Gray plan a midday feast?



Write About It

What homemade meal do you like to eat?



Skills and Strategies

Decoding

Read the words.

glow	no	foe	slow
tray	told	faint	toe
road	mailbox	yellow	coast

Vocabulary

draft	flames	routes
habits	invented	

Comprehension

Author's Purpose An author writes to entertain, inform, or persuade. An Author's Purpose Chart helps you find why the author wrote the selection.

Details

↓

Author's Purpose

Read

Find the author's purpose.



Ben Franklin Fights Fire

In the past, some cities had big fires. A **draft**, or wind, could make many homes catch fire.

Ben Franklin set up a team to fight fires. He made a map with **routes** to find the homes.

Ben explained that safe **habits** could help stop fires, as well. He **invented** a safe stove to heat homes.

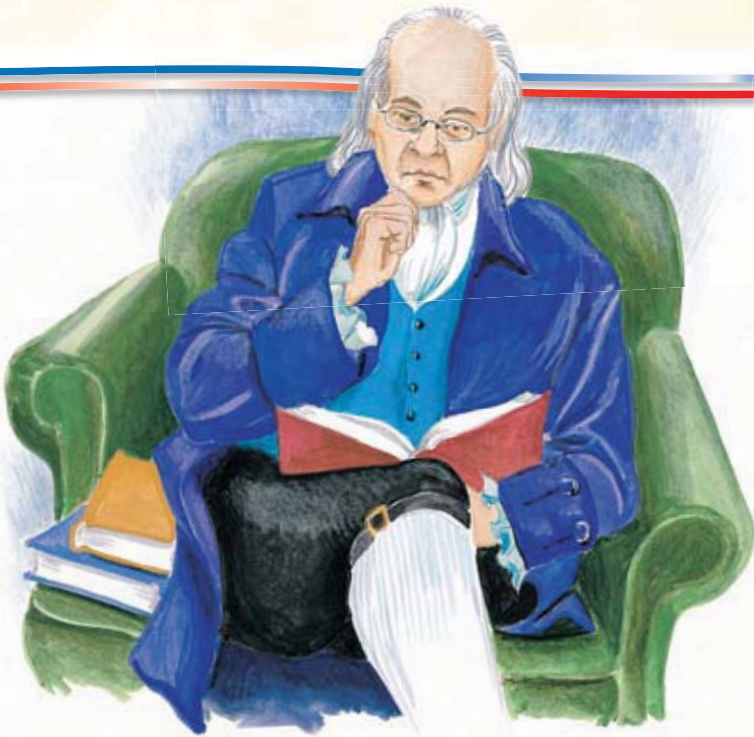
Ben Franklin helped people keep their homes safe from **flames**.

Fill in the **Author's Purpose Chart** for "Ben Franklin Fights Fire." Summarize.

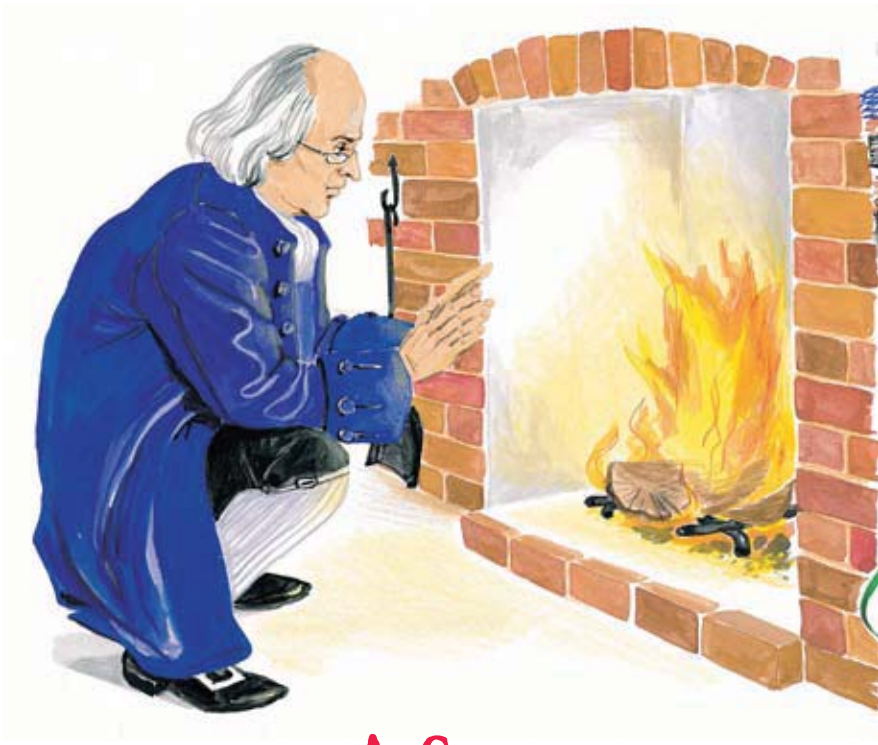
Ben Franklin

by Carrie Dillon

illustrated by Susan Avishai



Ben Franklin was a smart fellow. He liked to read and think. Ben **invented** many handy objects to help people.

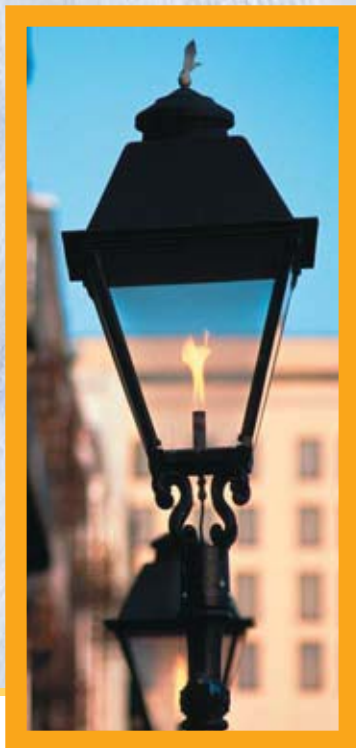


A Stove

In Ben's day, a fireplace let in a cold **draft**, or wind, and let heat out. So Ben invented a stove that kept heat inside his home. It used less wood as well.

Years later someone made Ben's stove better. That man may have fixed it, but he didn't rename it. It is still the "Franklin Stove."





A Lamp

In Ben's time, street lamps were lit by **flames** at night. Smoke from flames made the glass gray. The light was dim, or faint.

Ben made lamps with bright yellow light. His lamps let out smoke. Ben's lamps didn't get gray inside. They glowed.

Swim Fins

Ben Franklin used swim fins. In fact, he invented them!

Ben liked to swim and float in water. He made fins for his hands. His fins did not work well.

So Ben remade swim fins for his toes and feet. He could kick more water. He could swim just like a fish!





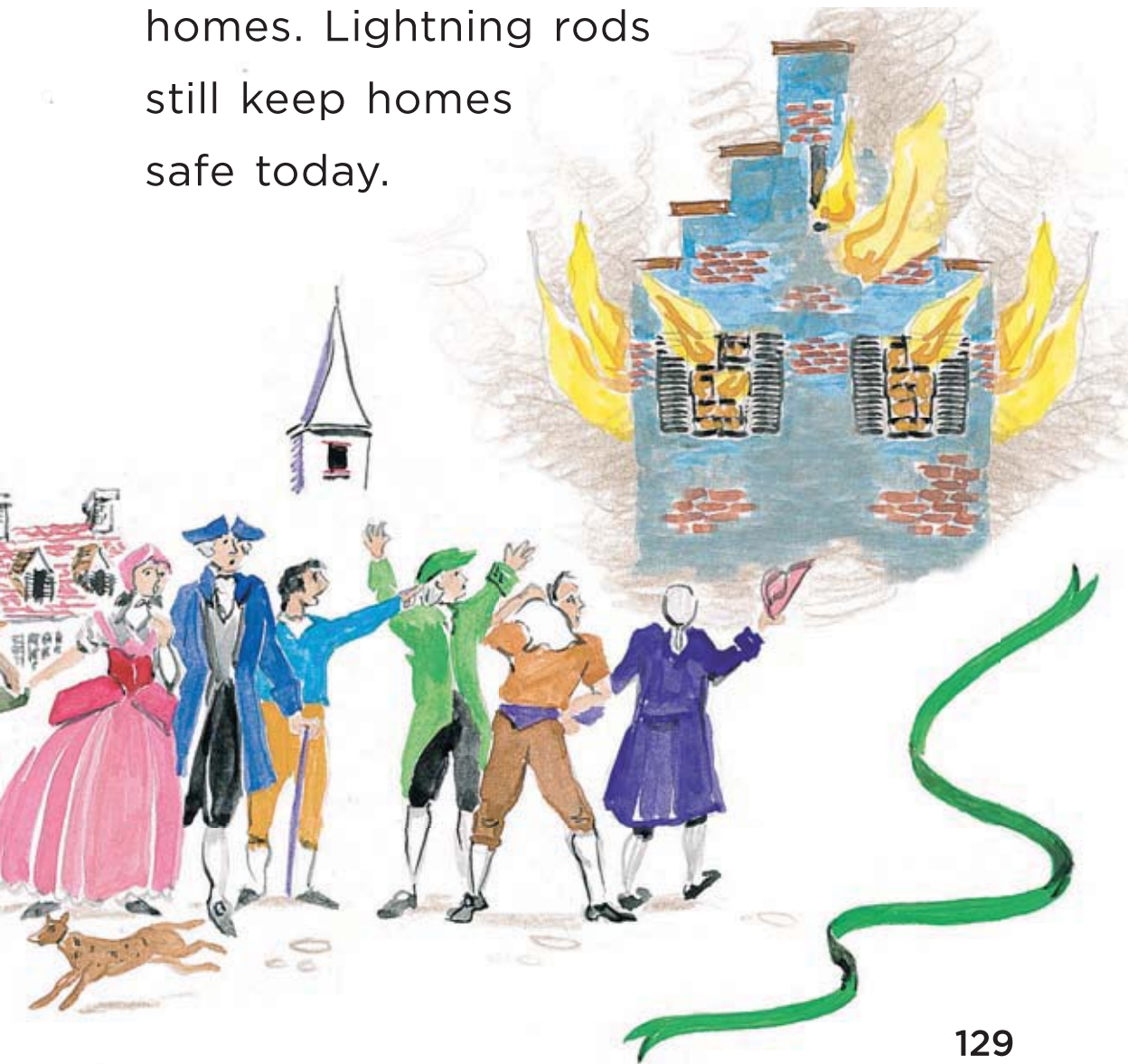
Lightning Rods

Ben wanted to know about lightning. He made a kite and put a wire at the top. Next he tied a key to the kite string. Then he went out in the rain.

Ben's kite went up high. He waited for lightning. Lightning hit the wire and ran down the string to the key. It stopped at the key.

In Ben's day, lightning was a danger to homes. It set them on fire. Ben made a lightning rod.

The rod acted like his key and kept lightning from hitting the homes. Lightning rods still keep homes safe today.



Mail

Ben liked to get mail. But mail was slow in his day. It wasn't easy to get mail to mailboxes.

Ben made the mail go faster. He set up **routes** to help mailmen find homes and mailboxes. Mail trucks still use these routes today.





Printing

Ben had a job as a printer. He printed and reprinted pages using a printing press like this.

Ben had to take big, heavy trays to the press. He could lift two trays at a time—a big load.



Ben got up early. He usually didn't stay up late. He felt that his **habits** helped him to feel good.

Maybe his habits helped him to be smart, as well!

Comprehension Check

Summarize

Read "Ben Franklin" again.
Look at the Author's
Purpose Chart. Summarize.

Details

↓

Author's Purpose

Think About It

1. Why did Ben Franklin invent a stove?
2. Why did Ben Franklin remake swim fins for his feet?
3. Why did Ben Franklin fly a kite in the rain?



Write About It

Why do you think people like Ben Franklin so much?



Skills and Strategies

Decoding

Read the words.

cheek	branch	check	patch
coat	reached	oak	peach
catch	lunchtime	stitch	yellow

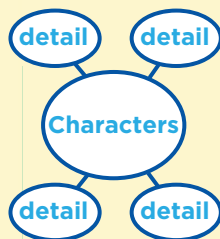
Vocabulary

clue	office	unlatched
clutched	boasted	solve

Comprehension

Character, Setting, Plot

Characters are people in a story. The characters' actions make up the events of the plot. A Character Web helps you find details about a character.



Read

Look for details about the character.

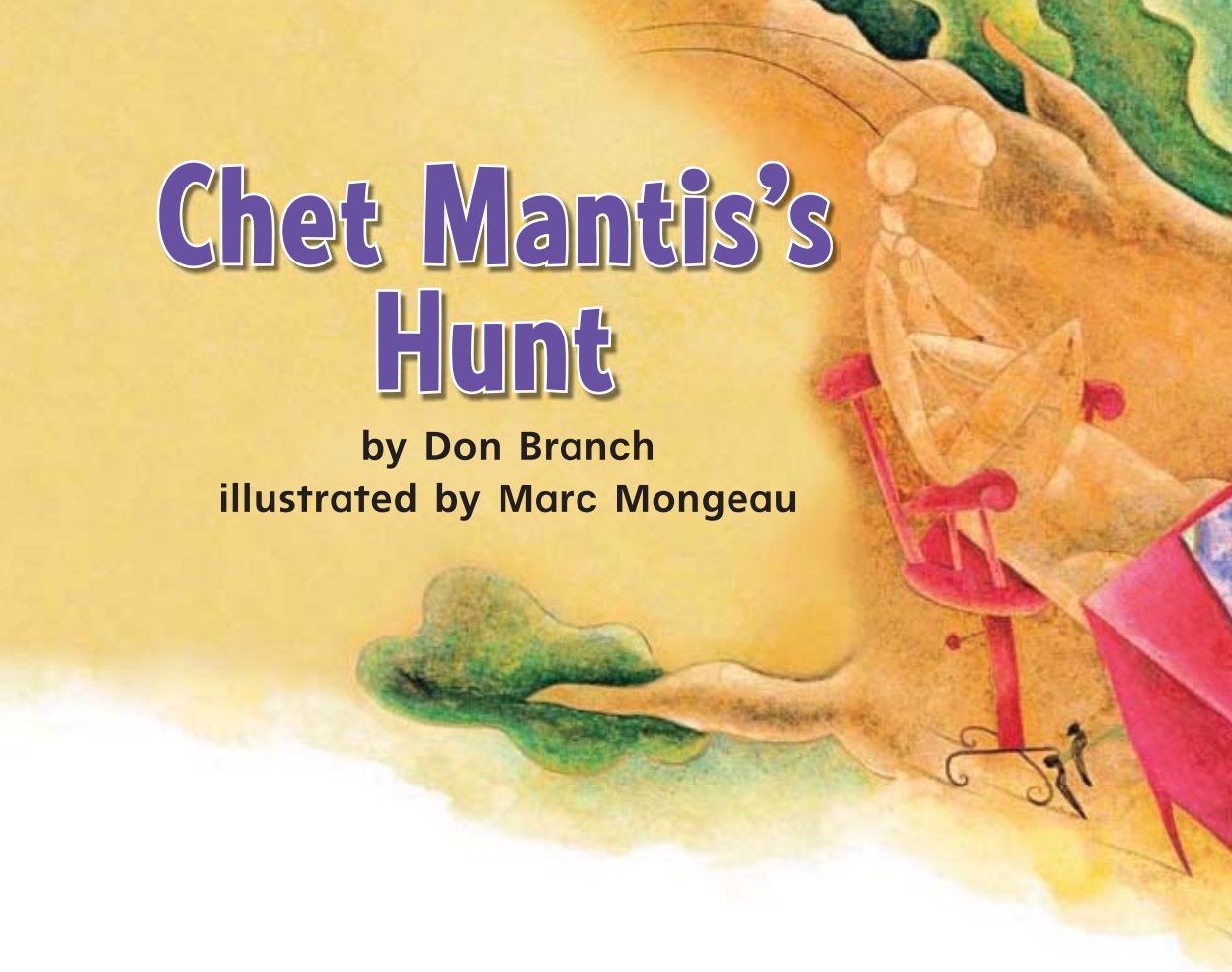
The Missing Lunches

Mitch was on a case. The teachers' lunches were missing. Mitch had a **clue**. A green leaf lay next to the teachers' **office**. He bravely **unlatched** the door and peeked inside. Bunnies **clutched** carrots and munched. The bunnies had the lunches!

"Stop!" yelled Mitch. Bunnies ran. Mitch felt smart. He **boasted** that he could **solve** any case.

Fill in the **Character Web** for "The Missing Lunches." Summarize.





Chet Mantis's Hunt

by Don Branch
illustrated by Marc Mongeau

Missing Drops!

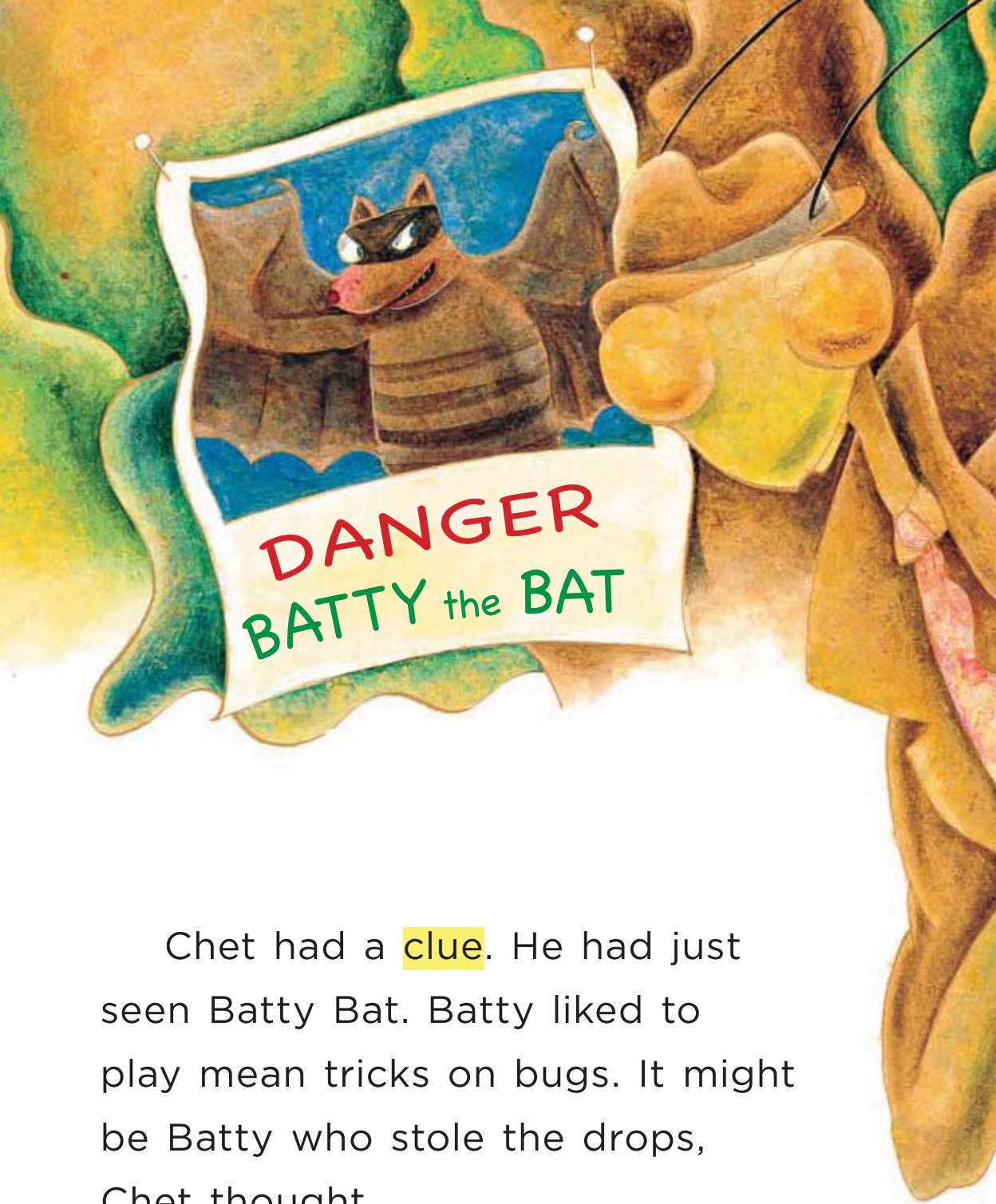
Chet Mantis sat at his desk. It was lunchtime. “What can I eat? I need a snack, at least.”

Bea Buzz, the leader of Bug Town, ran into his office. “Chet, I need help,” snapped Bea.



“The Silver Drops are missing. Someone unlocked the case and stole them,” she said. The Silver Drops had hung in Buggy Hall for a long time.

“I will find the drops,” boasted Chet. He was smart. He liked to solve crimes.



Chet had a clue. He had just seen Batty Bat. Batty liked to play mean tricks on bugs. It might be Batty who stole the drops, Chet thought.



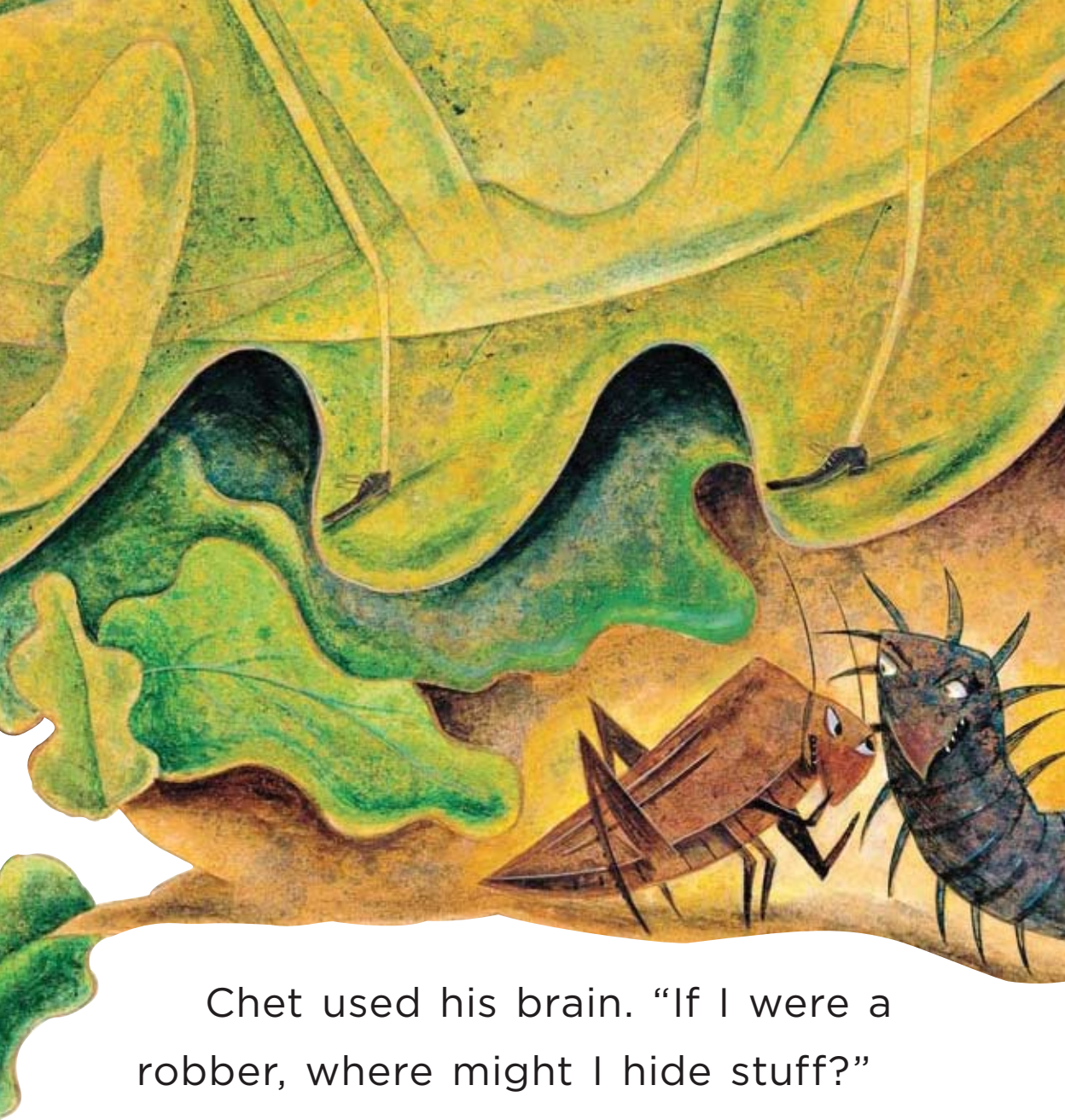


The Hunt Is On

Chet blended in with a leaf and spied on Batty's gang.

"Did you see the Silver Drops?" asked Mugsy.

"Yes!" replied Dizzy. "But Batty hid them in a safe spot. Soon we will sell the drops for a lot of cash."



Chet used his brain. “If I were a robber, where might I hide stuff?”

Chet had seen Batty watching Buggy Hall from a high branch of a big oak tree. Maybe Batty hid the drops in the tree.



Chet was right! The drops hung from a leaf on the tree. He reached up and unlatched them. Chet slipped the drops into his coat.



Chet spied Batty flying up in the sky. Chet was in danger. He crept to a patch of grass and blended in.

Batty did not see him. Chet **clutched** the drops, holding them tight, and ran fast!



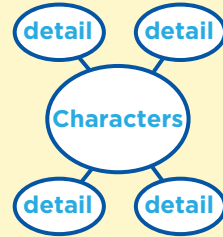
When Chet was safe, he reached into his coat. He held up the drops. “I did a fine job,” he boasted. “I solved the crime! Bea Buzz will be quite pleased.”

Chet got home late and was quite hungry. “Well,” he said. “Maybe I will eat a big feast!”

Comprehension Check

Summarize

Reread "Chet Mantis's Hunt." Use the Character Web. Summarize.



Think About It

1. What happened to the Silver Drops in the beginning?
2. Why does Chet think Batty Bat stole the Silver Drops?
3. How do you know that Chet is smart?



Write About It

How was Chet brave?



Skills and Strategies

Decoding

Read the words.

thump	which	thick	beneath
each	teeth	catch	these
white	think	wheel	chill

Vocabulary

left	pounds	drained
river	protect	

Comprehension

Cause and Effect A

cause is why something happened. The effect is what happened. Use a Cause and Effect Chart to find causes and effects.

Cause	→	Effect
	→	
	→	
	→	

Read

Find the cause and effect.

The Panther

The panther is a big cat. It can be 150 **pounds**. It eats deer and wild hogs.

The panther in the Everglades is in danger. In the past, people **drained** the **rivers** to use the land. Much of the wildlife **left**, so the panthers had little to eat.

Now people **protect** these panthers and their home.

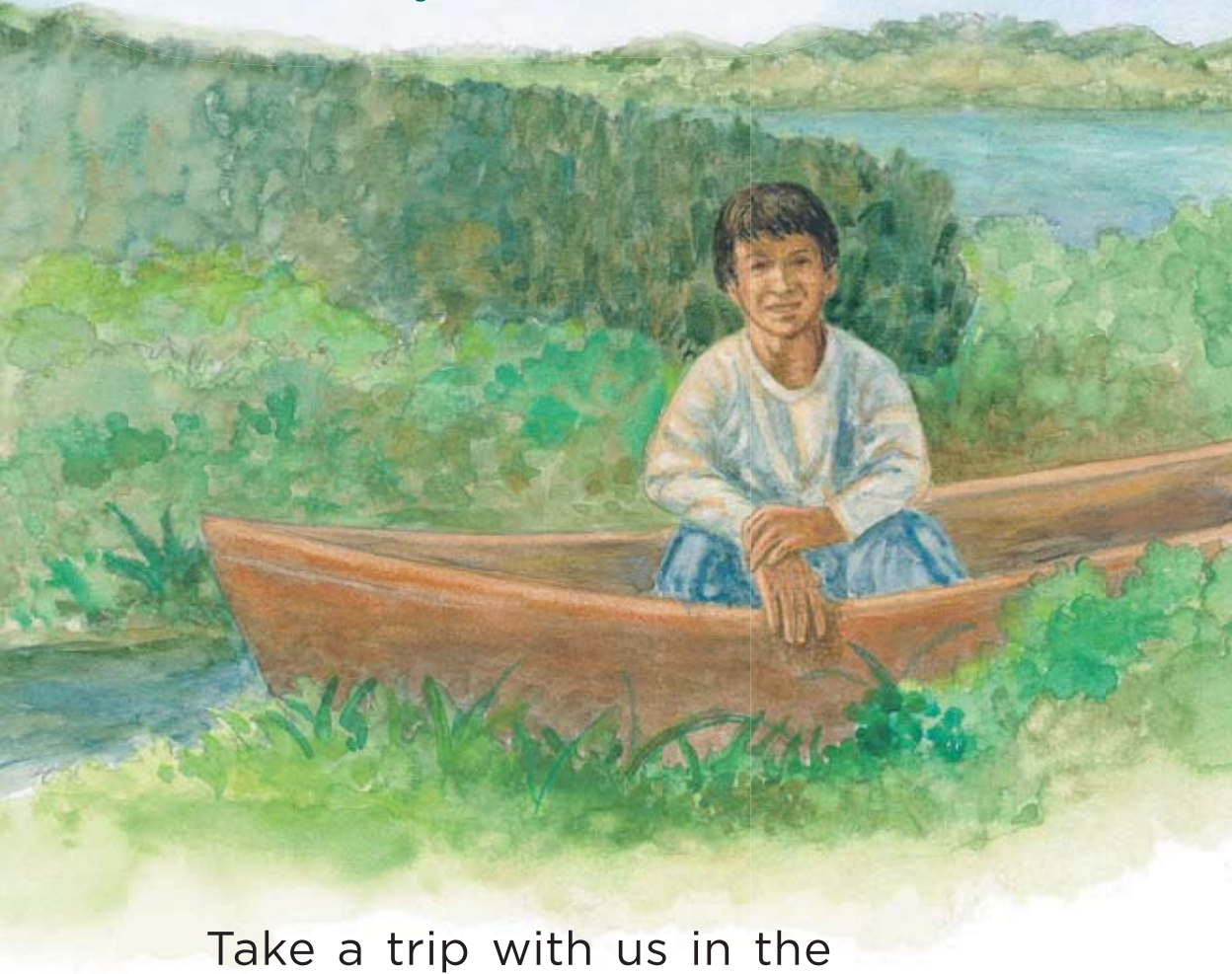
Fill in the **Cause and Effect Chart** for "The Panther." Summarize.



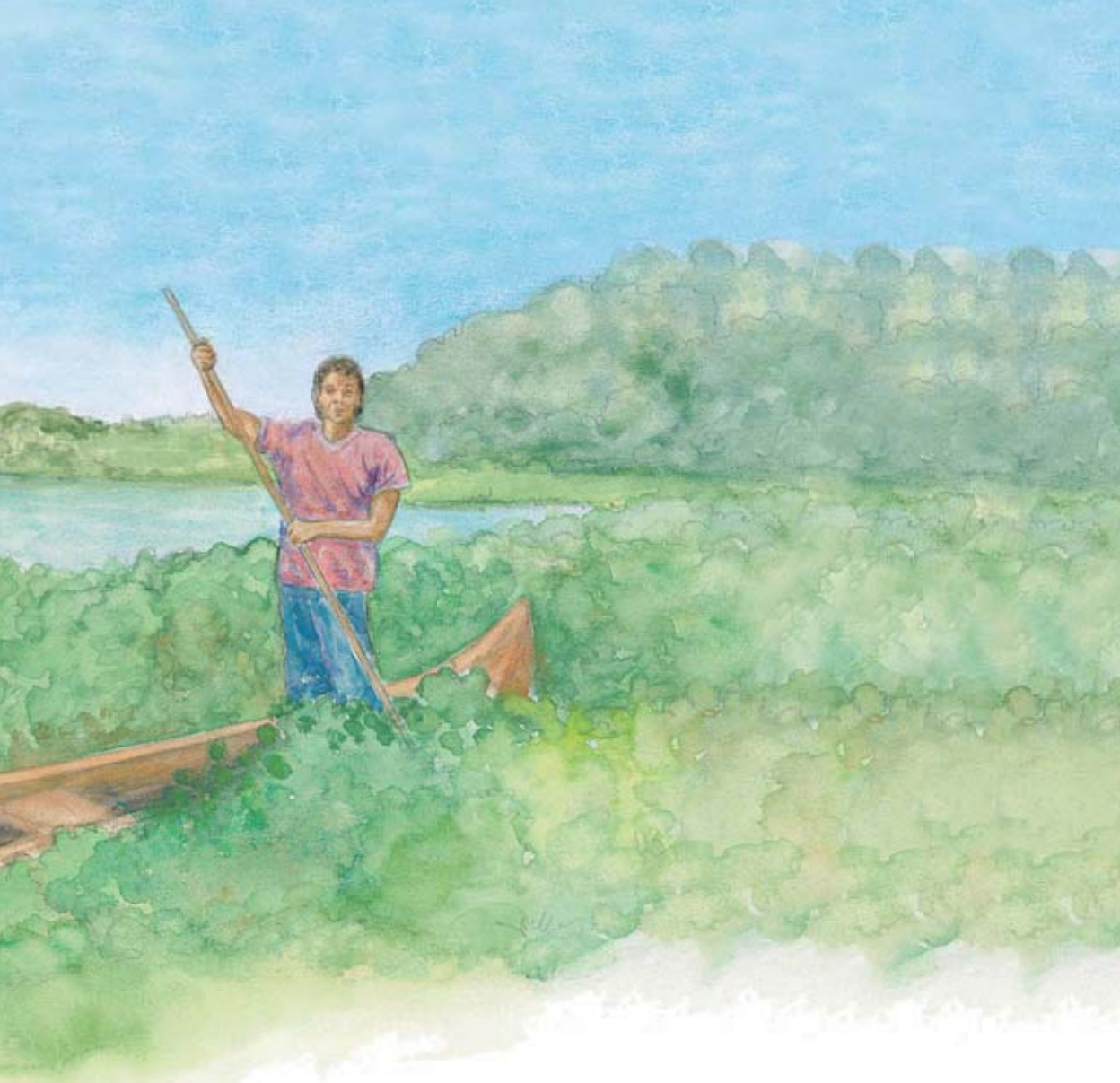
The Everglades

by Carrie Dillon

illustrated by Robert Casilla



Take a trip with us in the Everglades. It is a swamp. Some call it a **river** of grass. It is home to many animals.



There are no roads, so we use a boat to get to each spot. My dad can push this boat with a long pole. The water is not deep.

Let us see if we can find wildlife.

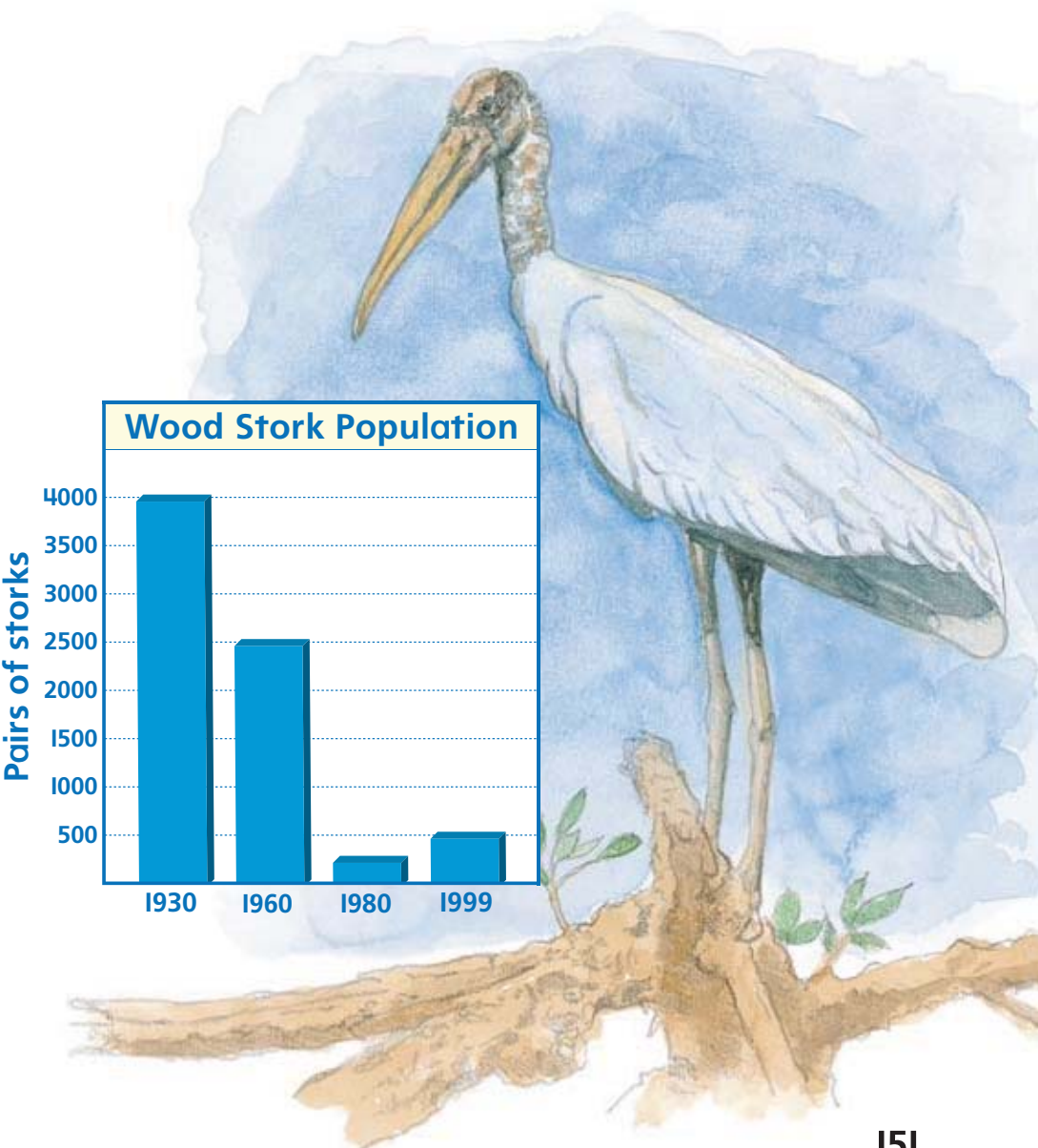


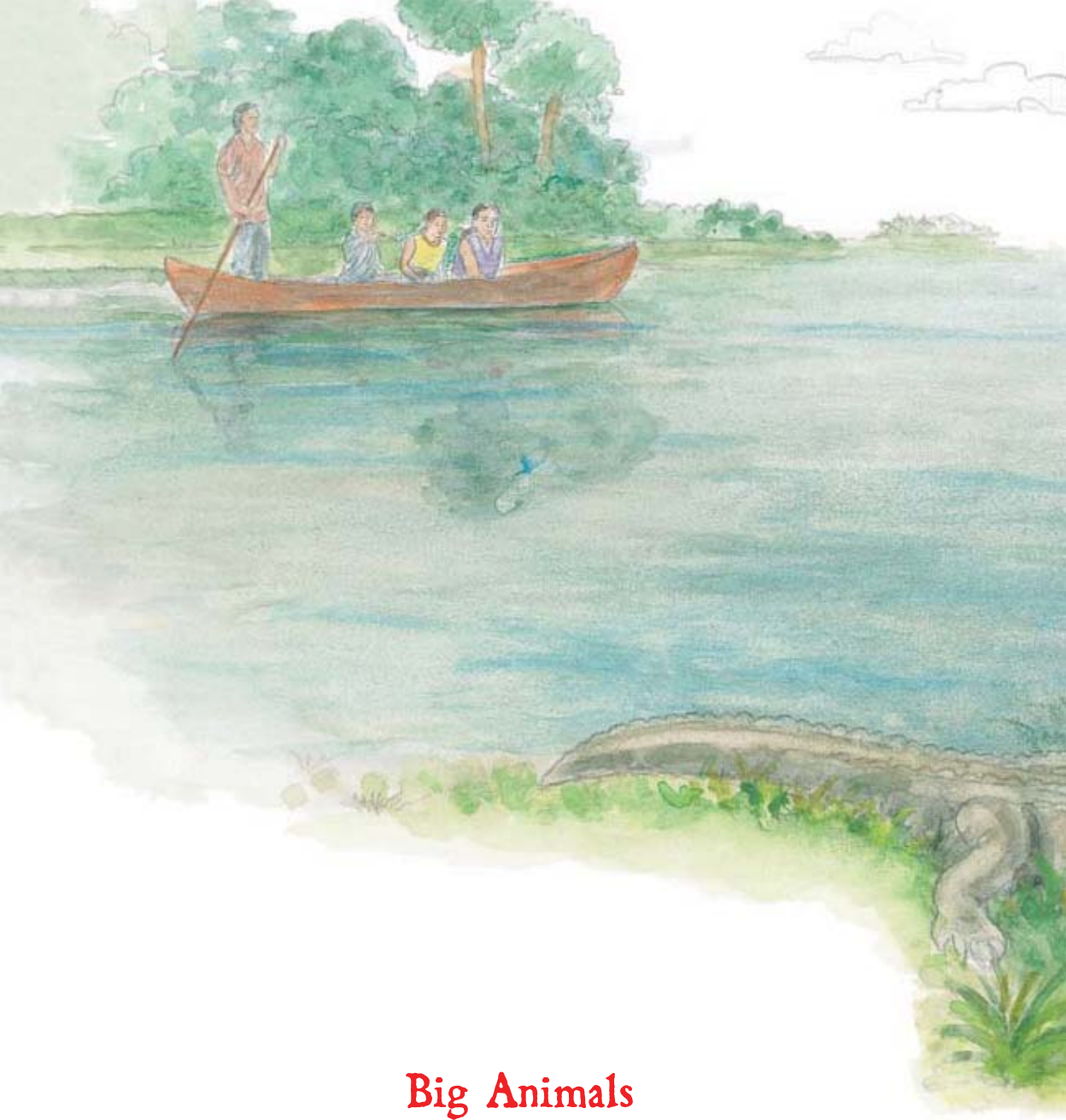
Wildlife

This is a panther. It has long whiskers. It is a cat as big and fast as a tiger.

These big cats take catnaps in the daytime, so they can hunt deer and rabbits at night. Unlike many big cats, panthers can swim well.

This is a wood stork. To eat, it sticks its open beak in the water. When a fish swims by, the stork snaps its beak closed!





Big Animals

We can find an alligator in the Everglades as well. It lies on land to feel the sun's heat. It swims in the water to get cool.



Alligators may seem slow. But they can run fast and leap high.

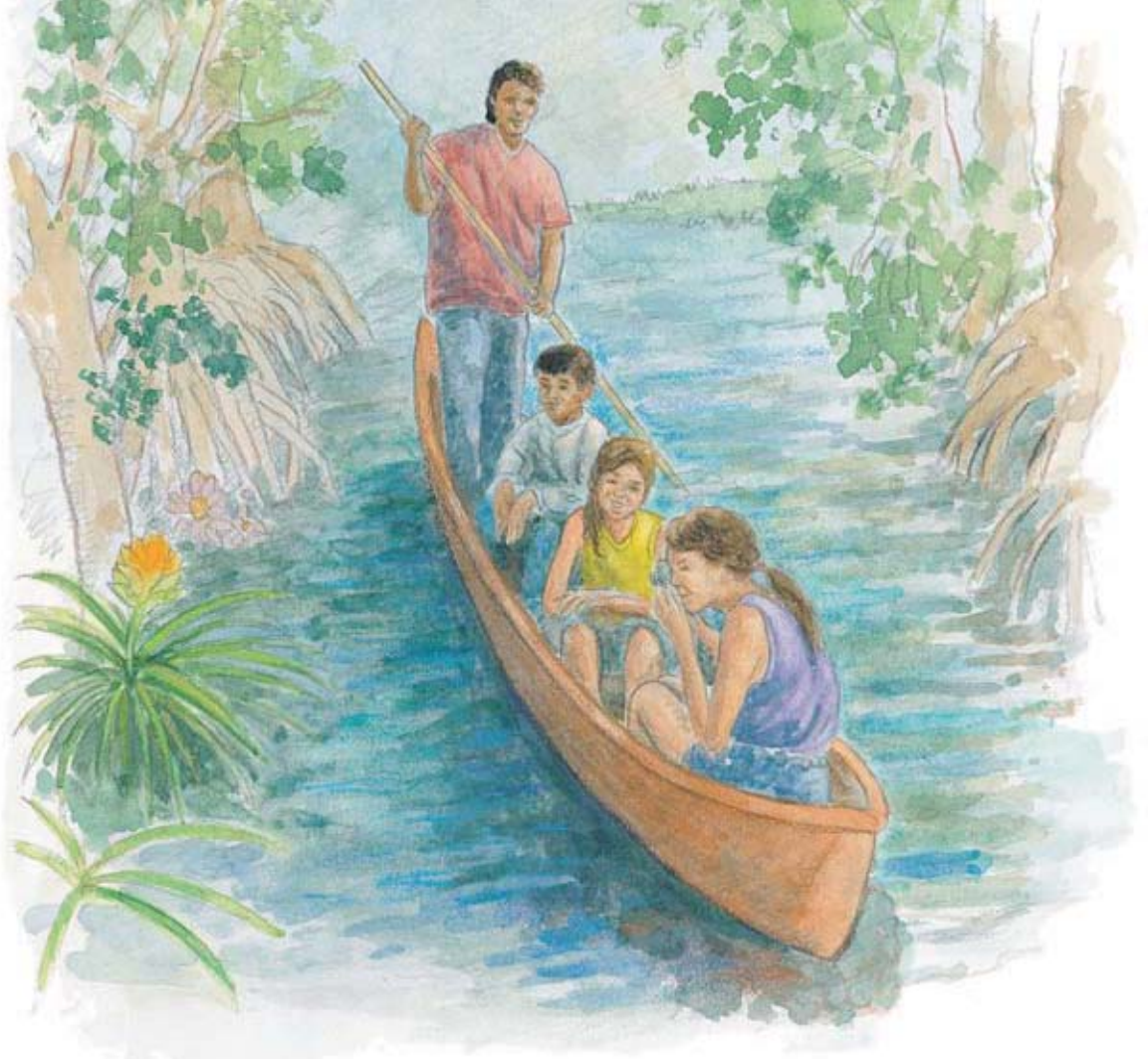


Here is a manatee. It can be as big as a cow. A manatee can munch 100 **pounds** of sea grass each day. That is like eating the grass off a whole baseball field.



Keeping Animal Homes Safe

In the past people drained the water to use the land. The animals and plants needed water. So when the land dried up, the animals left.



Then rules were made to **protect** the land. So water was put back and made clean. People stopped making homes on this land. Then the plants and animals came back.

Now it is a fine land to visit. Take a ride with us anytime.

Comprehension Check

Summarize

Reread "The Everglades."

Look at the Cause and Effect Chart. Summarize.

Cause	→	Effect
	→	
	→	
	→	

Think About It

1. Why do panthers take catnaps in the daytime?
2. How does a wood stork catch fish in its beak?
3. Why did animals leave the Everglades? Why did they come back?



Write About It

Why must we keep water in the Everglades?



Skills and Strategies

Decoding

Read the words.

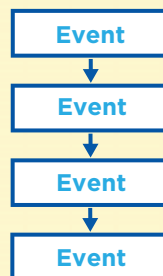
photo	fresh	shape	swish
then	sheets	shine	phone
brush	think	finish	elephant

Vocabulary

sketches	idea	gathered
perfect	triumph	ramp

Comprehension

Sequence The sequence is the time order of events in a story. Look for clue words like *first*, *next*, and *last*. A Sequence Chart helps you put events in order.



Read

What happens first, second, and last?

The Contest

Phil liked to paint. He made sketches first. Next he gathered his paint brushes and fresh paper. Then he worked until each painting was perfect.

Mom had an idea. She said Phil could enter the art contest.

Phil walked up the ramp into the school. Then he saw a prize ribbon on his painting. What a triumph!

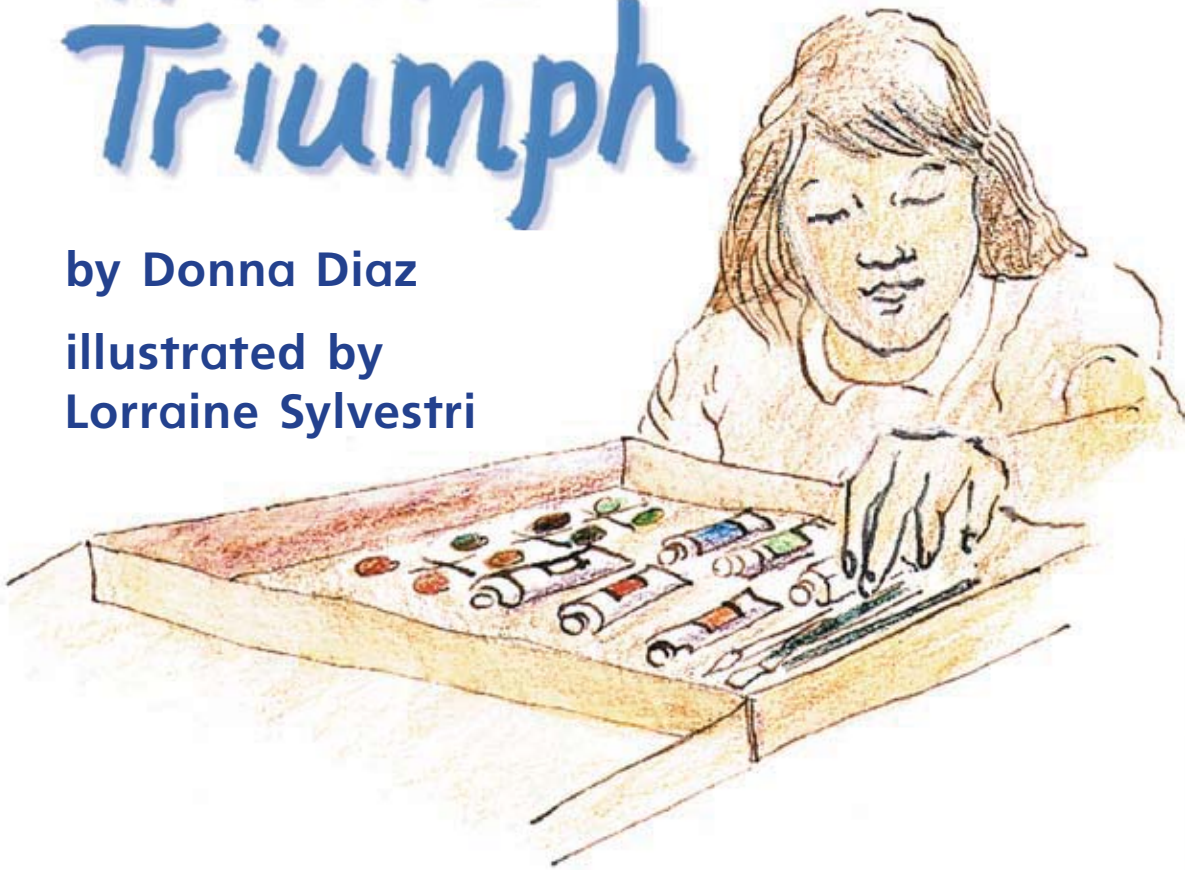
Fill in the **Sequence Chart** for “The Contest.” Summarize.



Trish's Triumph

by Donna Diaz

illustrated by
Lorraine Sylvestri



Trish liked to paint. She made colorful paintings. She liked to make paintings that showed kids working and playing.

A Painting Contest

One day Trish's classmates stopped by. Trish missed school. She had to stay home because she broke her leg. She had to be in a wheelchair. The school didn't have a wheelchair ramp.

"Trish, there is a painting contest!" exclaimed Shannon.



“The winner gets a big prize,”
added Phillip. “I bet you can win.”

“I will try,” replied Trish. She
thought about a painting she had
made of the class.





Later that day, Trish tried to plan a painting. Could she make a painting of the cat? Could she paint Mom and Dad? Trish wanted to come up with the **perfect idea**. She kept thinking.



A Big Painting

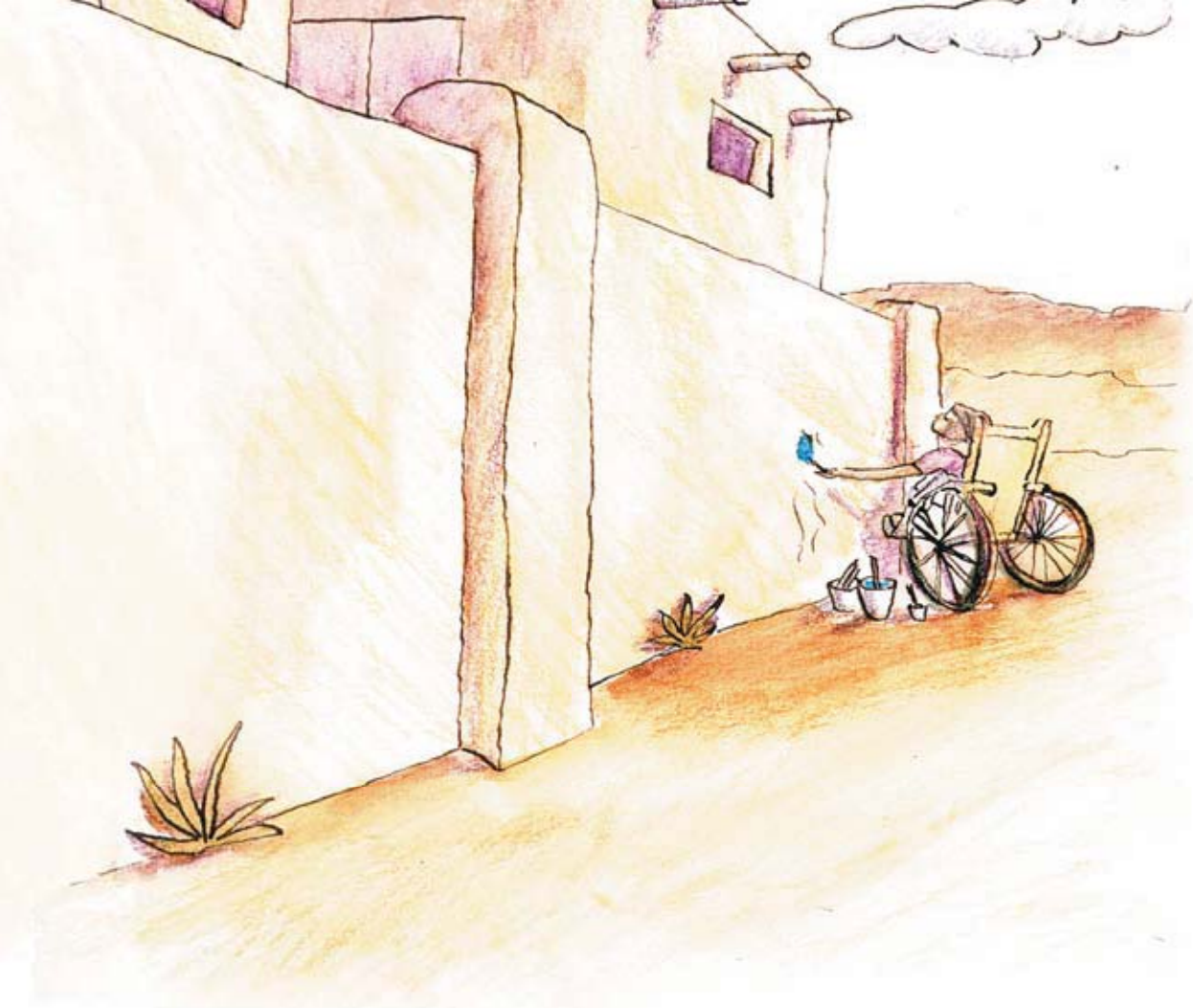
The next day, Trish's mom gathered books of paintings. Trish looked at them to help get an idea.

Then Trish thought about a fun time she had with her pals. She made sketches and showed them to Mom and Dad.

Mom and Dad smiled. They liked the drawings.

“I like this sketch,” stated Trish. “But I want to make a big painting for the contest.”



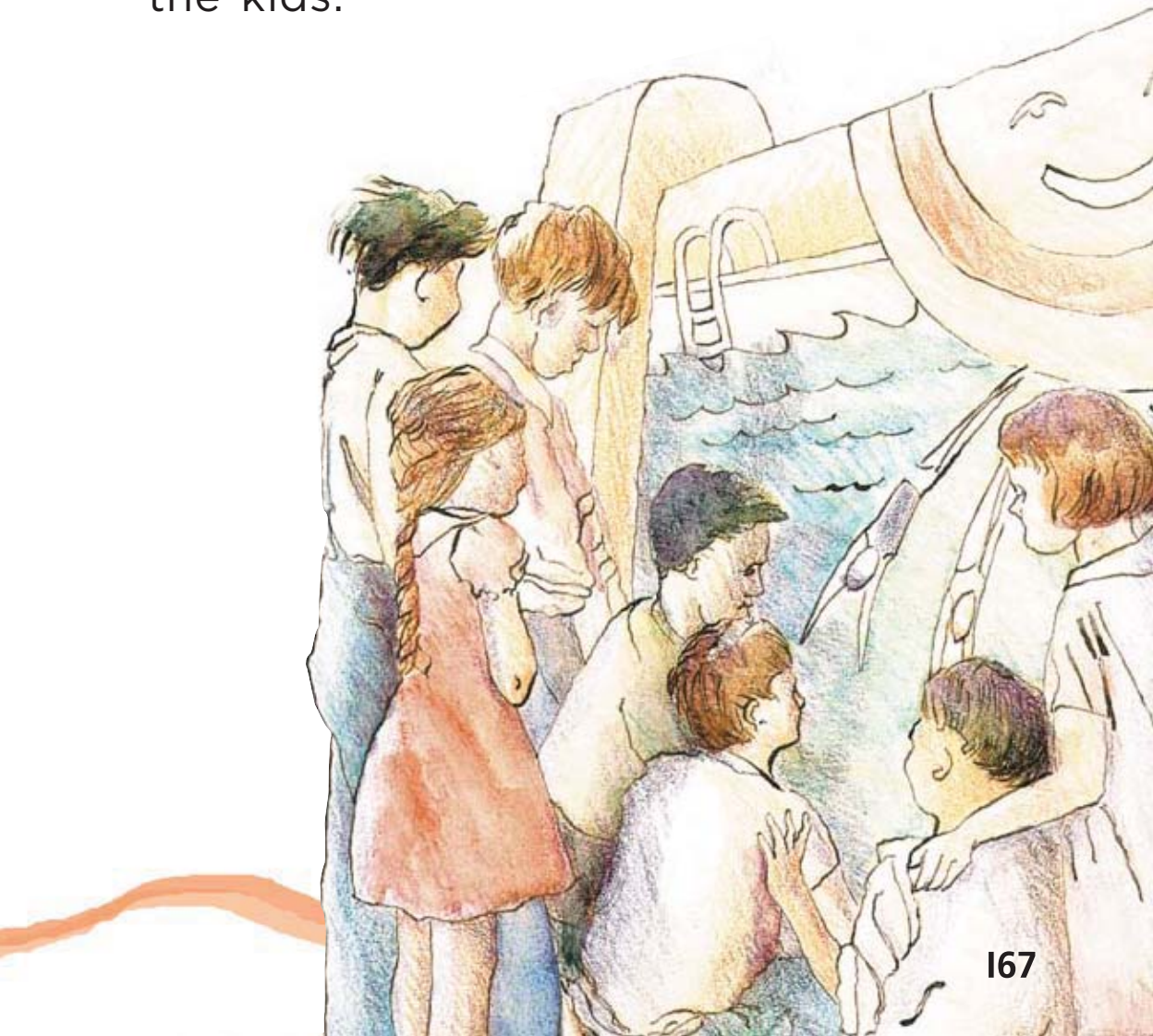


Then Dad had a helpful plan. He went outside with Trish. He showed her where she could paint.

Trish sketched shapes on the big wall. Then she used a brush and swished fresh paint on it.

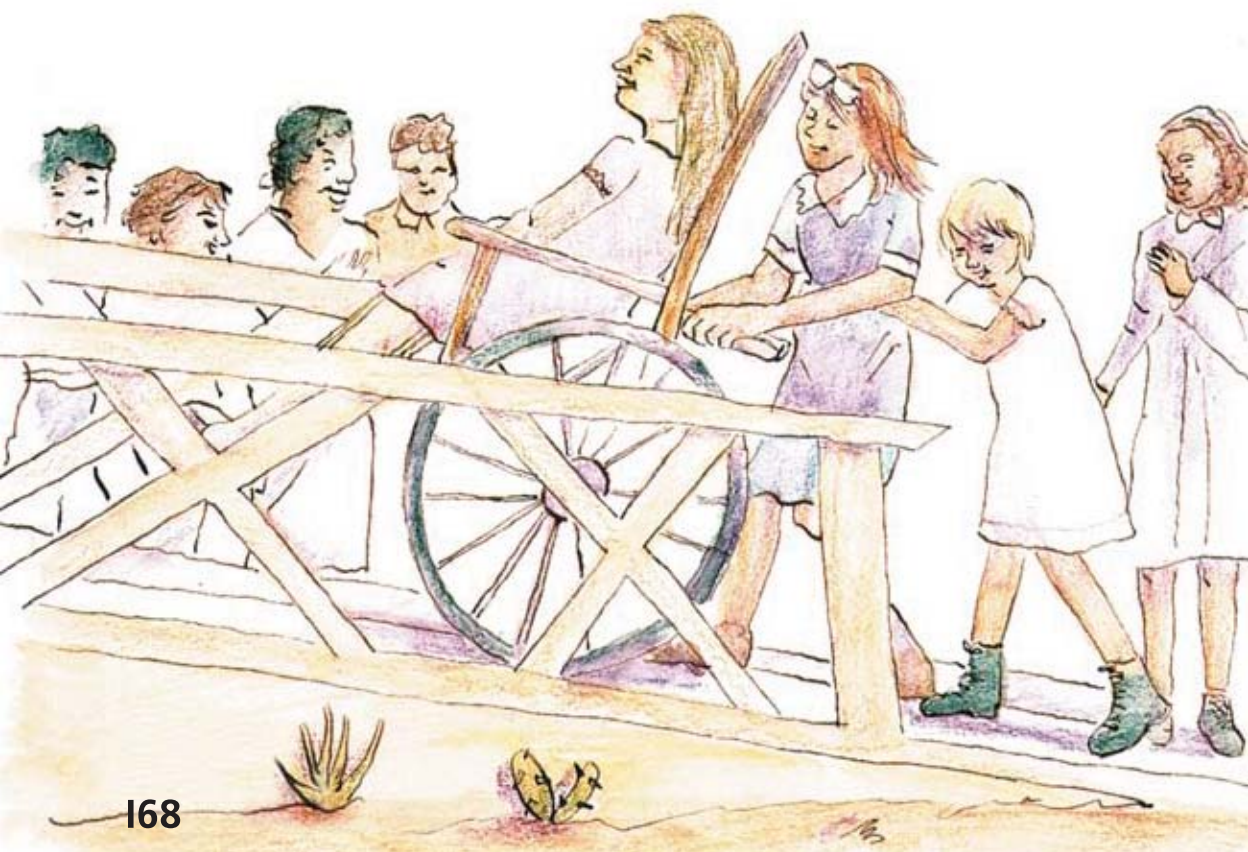
Trish painted each day. Finally she reached her goal.

Trish's pals liked the big painting a lot. It showed kids diving and playing in a swimming pool. Trish was with them. A big bright sun shone on the kids.



Ten teachers chose the winner.
Trish won! A man came and snapped
a photo. The photo was shown in the
newspaper.

Trish used the prize money to get
a ramp made at school. At last she
went back to class! It was a joyful
triumph.



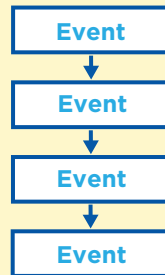
Comprehension Check

Summarize

Reread "Trish's Triumph."

Look at the Sequence Chart.

Summarize.



Think About It

1. What does Trish like to show in her paintings?
2. Why can't Trish go to school?
3. What steps does Trish use to come up with the idea for her painting?



Write About It

Why did Trish want to return to school?



Skills and Strategies

Decoding

Read the words.

huge edge gym city
danger age nice finish
phone change decide bridge

Vocabulary

imagined ancient tilted
ledge mist amazing

Comprehension

Make Inferences You need to use story clues to make inferences.

Use the Inference Chart to make inferences.

Clues	Inference

Read

What inferences can you make?



Grace's Trip

Grace stepped up to the **ledge**. She **tilted** her head back to see the **ancient** stones through the **mist**. Ages ago people had placed them there. It was **amazing**.

Grace listened to the wildlife. It was louder than she had **imagined**. Birds seemed to shout. Grace smiled. The rain forest was a fine place for a trip.

Fill in the **Inference Chart** for "Grace's Trip." Summarize.

Brent's Trip

by Rod Harrington
illustrated by Will Sweeney

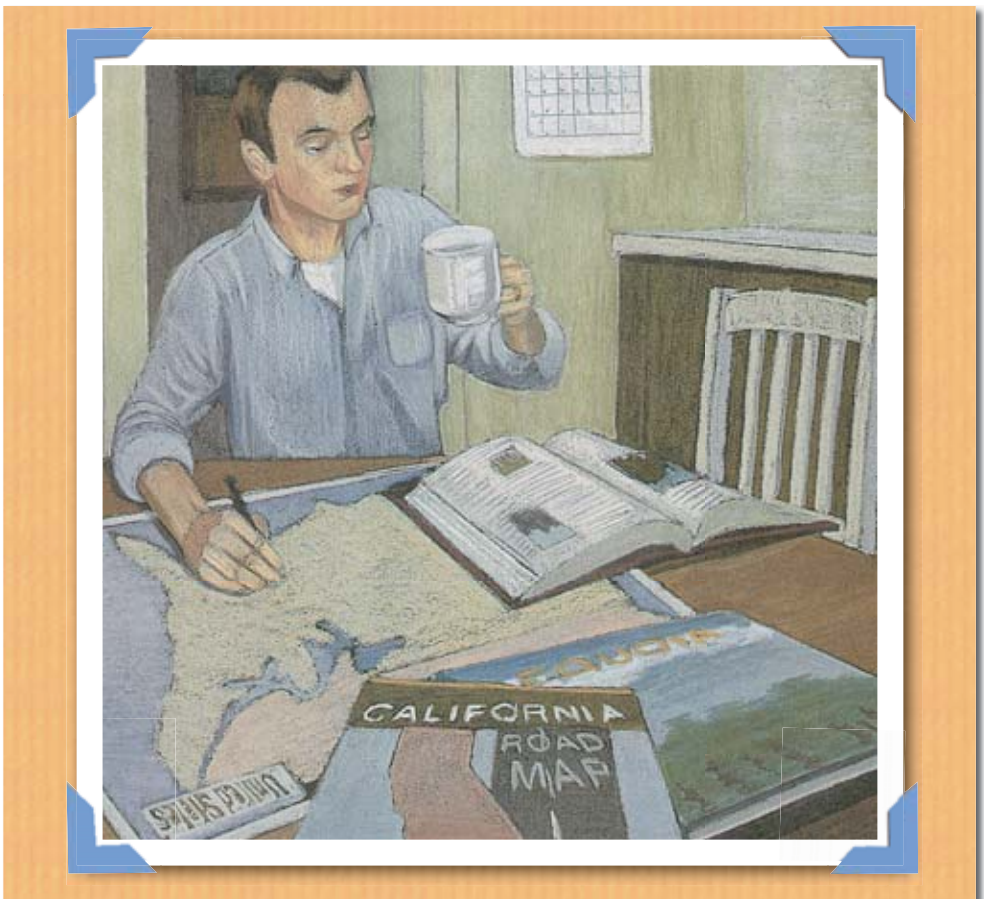


Mom, Chuck, and I packed for our camping trip. I packed my gym bag. Mom helped Chuck. He had packed just his stuffed animals!

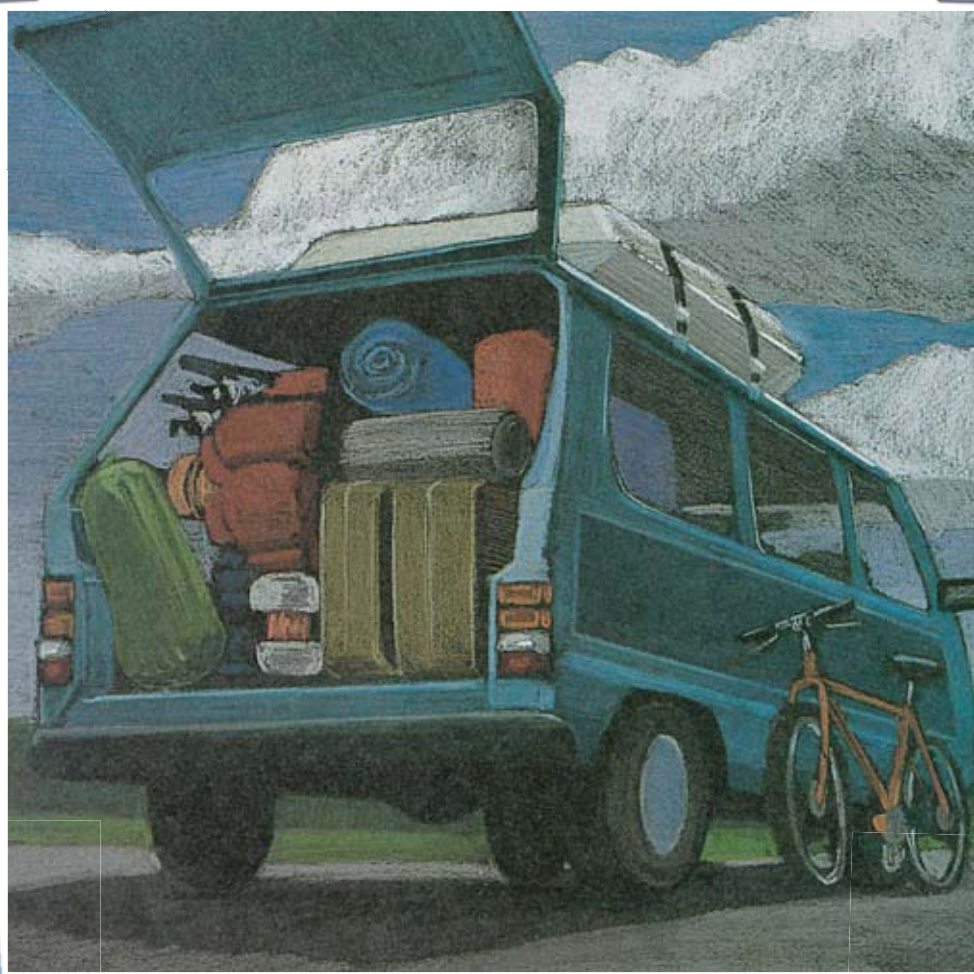
Going on a Trip

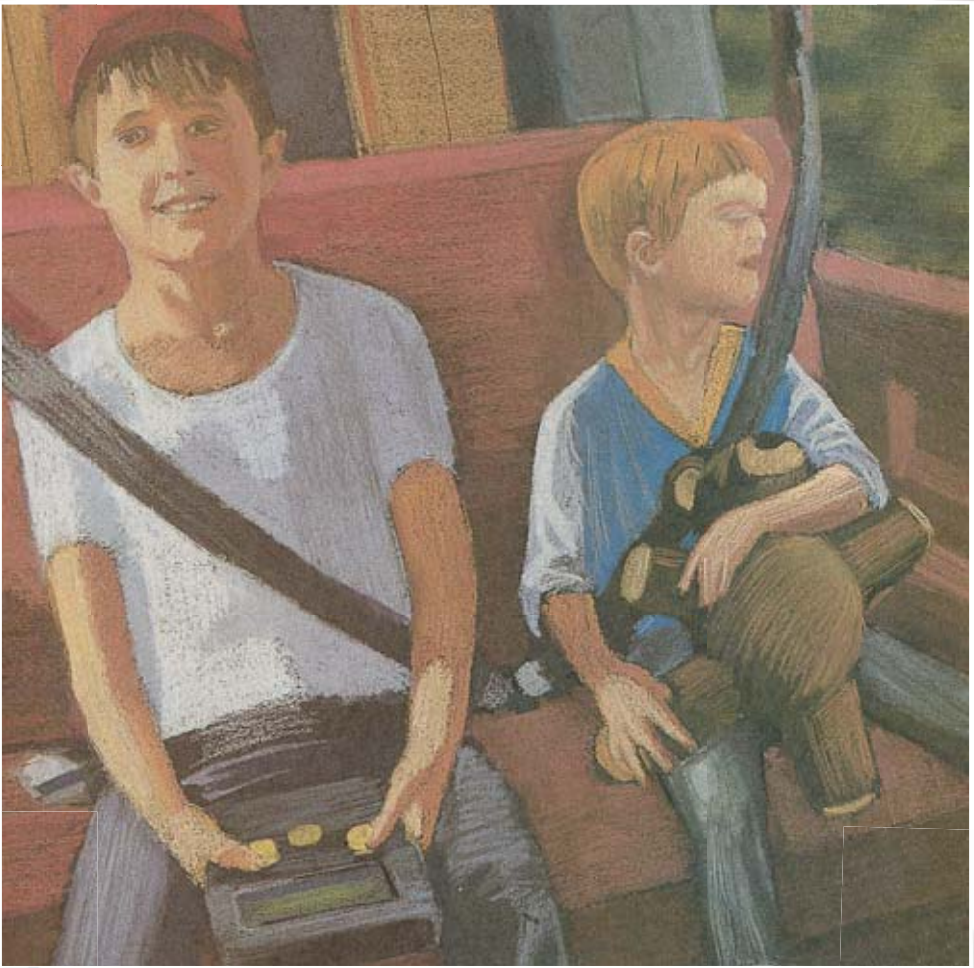
Dad planned our route. He said it might take five days. He added that it would be nice to leave the city.

Dad made green lines on a map to show which roads we might take.

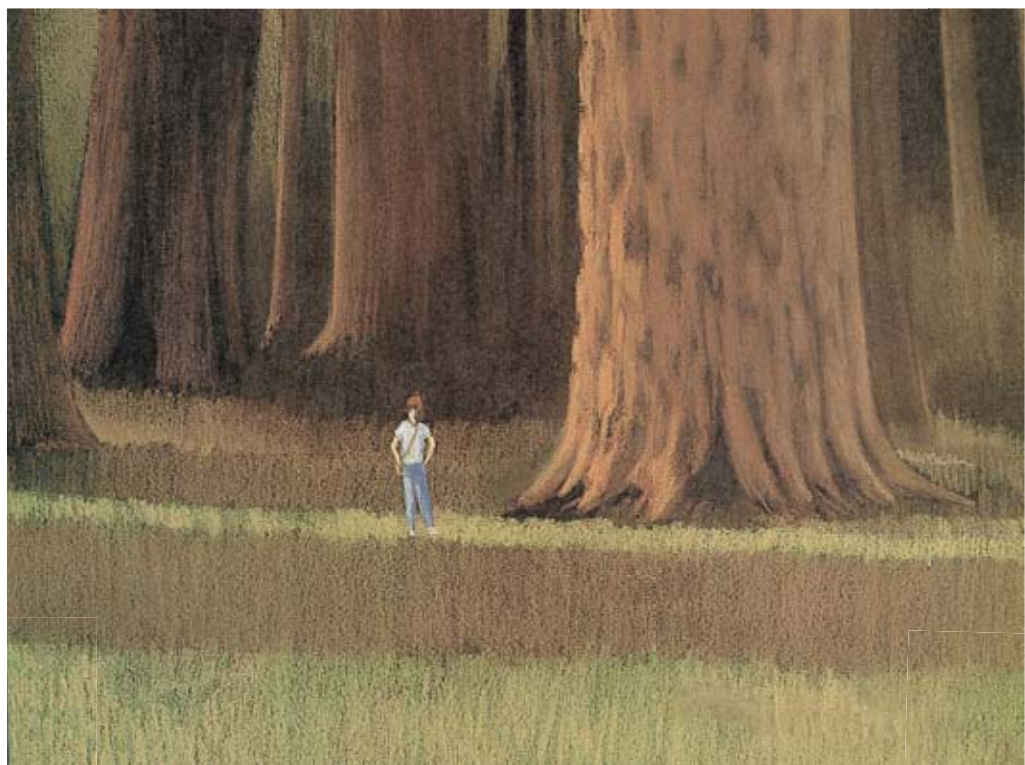


We filled the space in back of the van. We had to take tents, bags, snacks, and camping stuff.





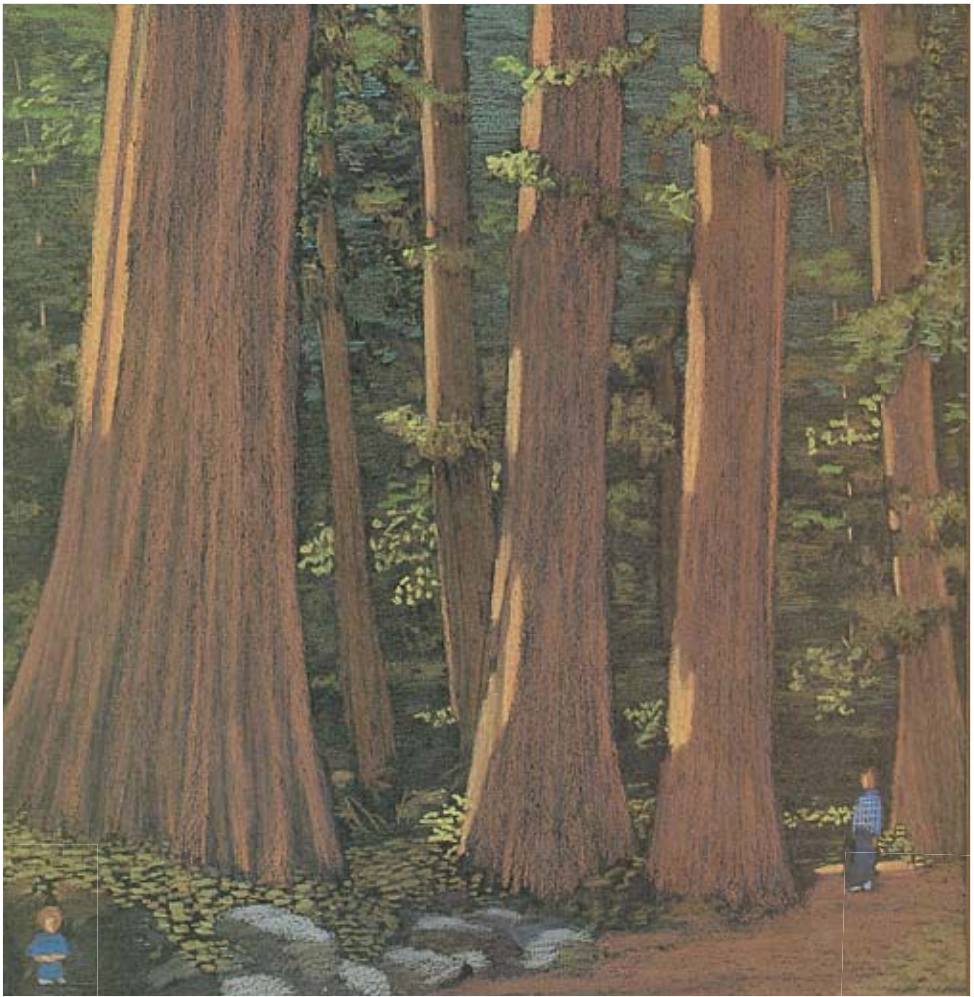
We crossed ten states. It seemed to take ages. Chuck and I played games to pass the time. Chuck said he missed home. Then he went to sleep.

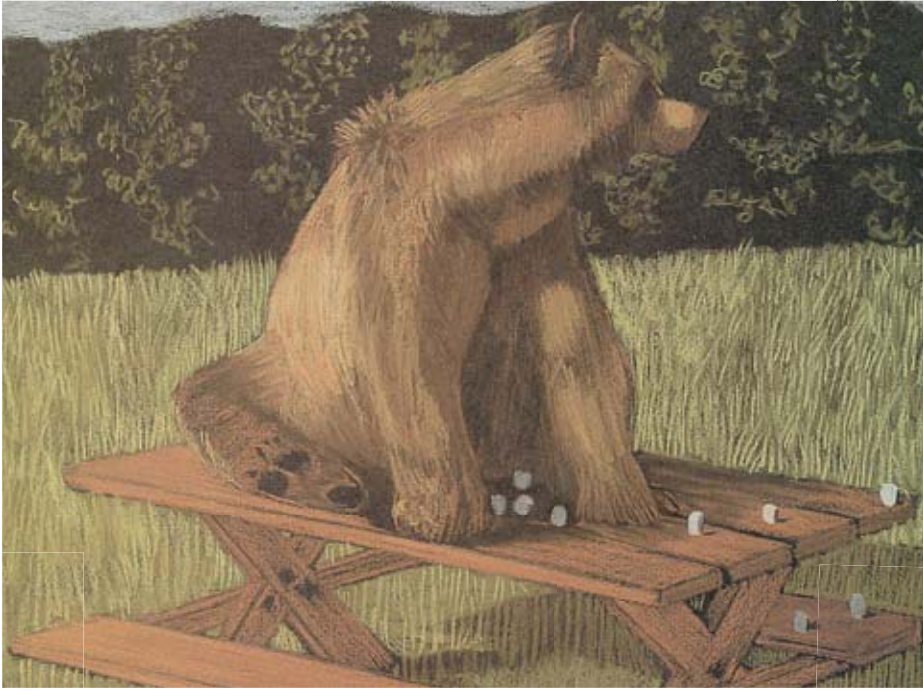


Camping

We camped next to huge trees. The trees were much higher than I **imagined**! Lots of the **ancient** trees are at least 2,000 years old! Maybe a kid sat by this tree back when it was just a stick.

Chuck and I felt like ants standing beneath the huge trees. I tilted my head back to see the tops.

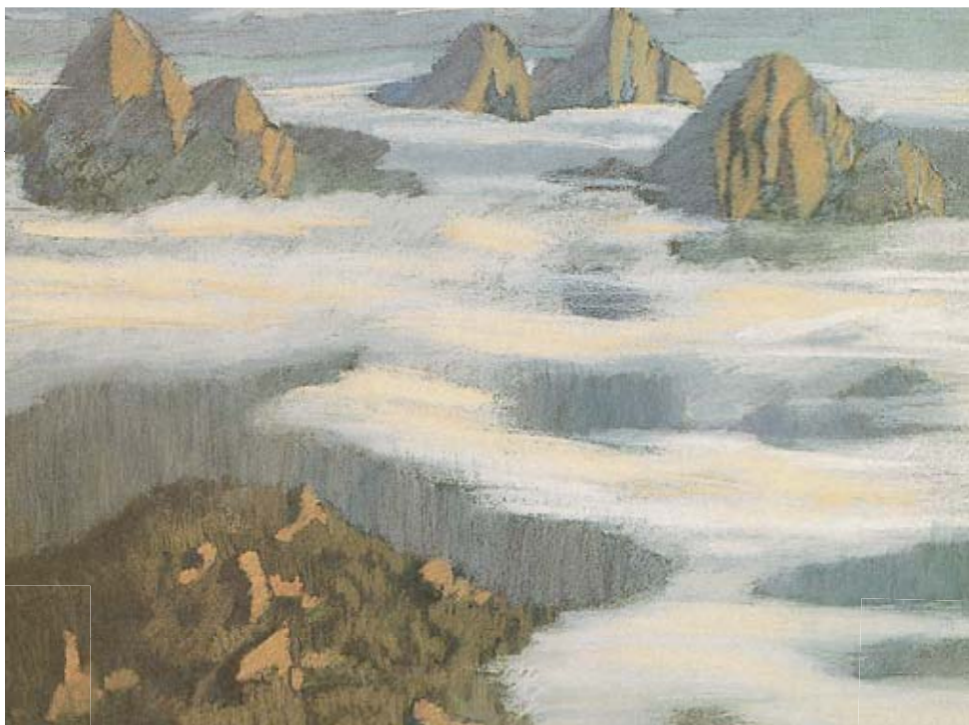




On day ten we woke up to see a big bear at the campsite. It was bigger than I imagined. Campers had left a bag of treats. The bear ate them.

We watched it from inside the van. Chuck was frightened. When the bear left, we packed up to go.

Before we left, we went on a hike. We hiked so high up that the clouds floated beneath us. I stepped on a ledge. It was the highest place I had ever been. I felt a mist in the air. It was amazing!





I told Mom and Dad that I had a blast on this trip! I told them that I will go camping when I am older. I will hike up bigger hills. I will camp up higher!

Mom and Dad smiled. I think they liked my plans.

Comprehension Check

Summarize

Reread "Brent's Trip."

Look at the Inference Chart. Summarize.

Clues	Inference

Think About It

1. Why did Dad make green lines on the map?
2. Why was the bear on the picnic table?
3. Do you think Brent liked camping? Why?



Write About It

Why do people go on camping trips?



Skills and Strategies

Decoding

Read the words.

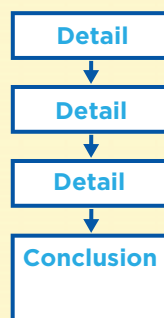
stripes	three	spring	page
scrape	shrug	throw	scream
splash	cent	shrimp	thrill

Vocabulary

recipe	rise	powder
batter	splendid	

Comprehension

Draw Conclusions Find and think about details from the story to draw conclusions. A Conclusion Map helps you draw conclusions.



Read

Draw a conclusion about Bess.

Bess Bakes



Rich likes to bake, but Bess does not. She likes to throw and run. Rich says, "Bess, I have a new **recipe**. Will you help?"

Bess says, "Yes, but my cakes don't **rise**. I always forget the baking **powder**." But the new recipe is for pancakes. Bess mixes the **batter** and scrapes it into the pan. She flips the pancake and catches it!

"You did a **splendid** job!" says Rich.

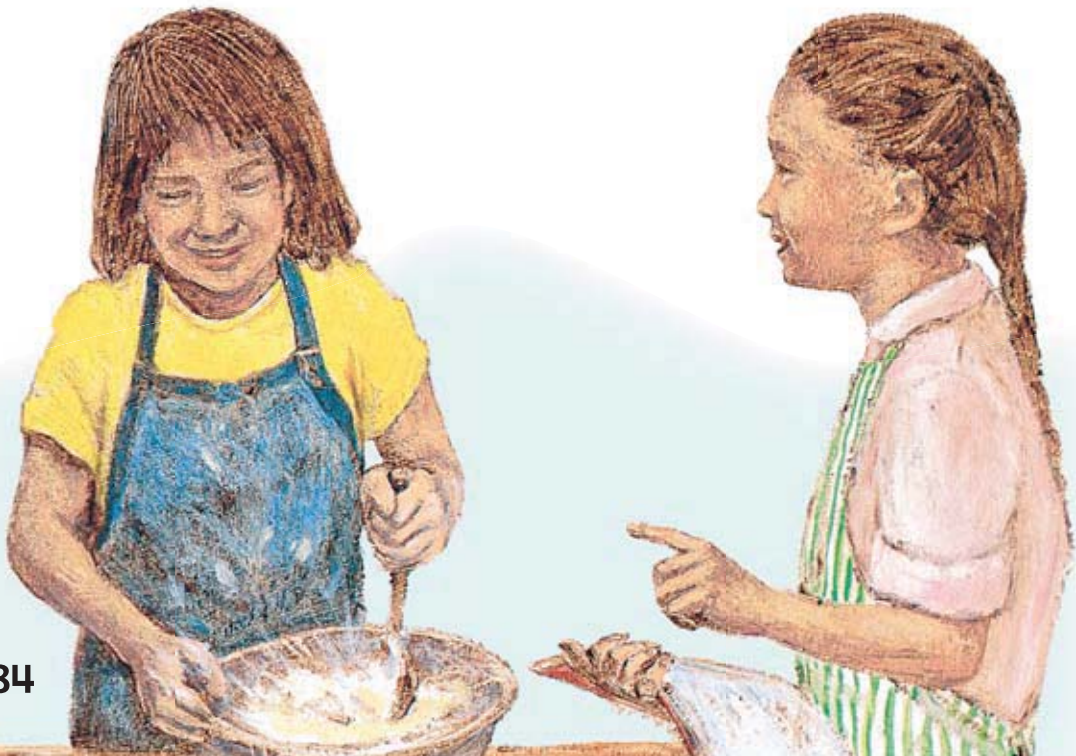
Fill in the **Conclusion Map** for "Bess Bakes." Summarize.

A Splendid Meal

by Lee Cho
illustrated by Dom and Keunhee Lee

Mixing It

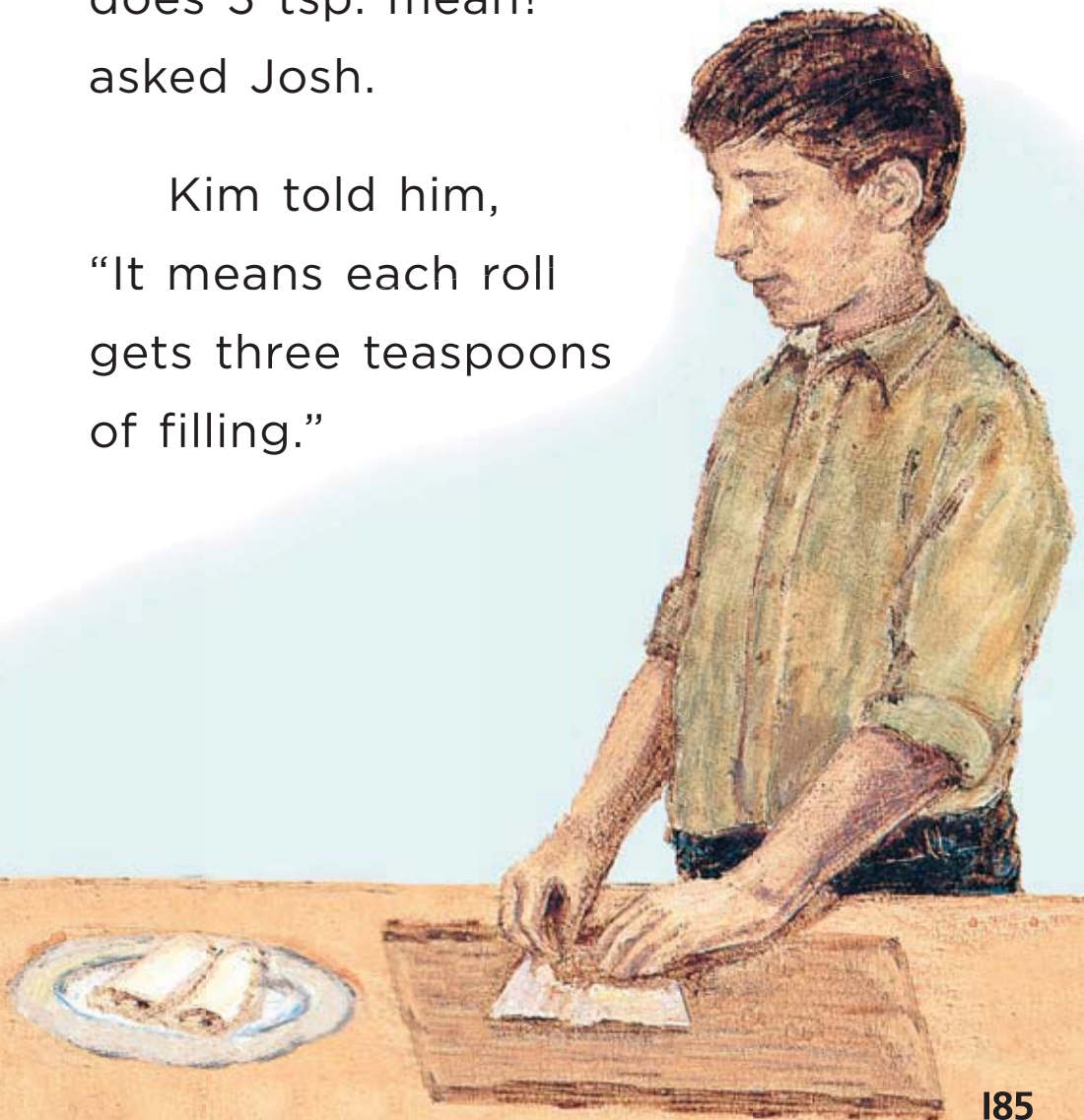
Kim, Lang and Josh planned to make a meal for their mom. Lang put on a blue apron. Kim put on one with green stripes.



Dad made a fresh green salad.
Josh helped fill and roll up the
spring rolls.

“This **recipe** says ‘place 3 tsp. of
shrimp filling inside each roll.’ What
does 3 tsp. mean?”
asked Josh.

Kim told him,
“It means each roll
gets three teaspoons
of filling.”



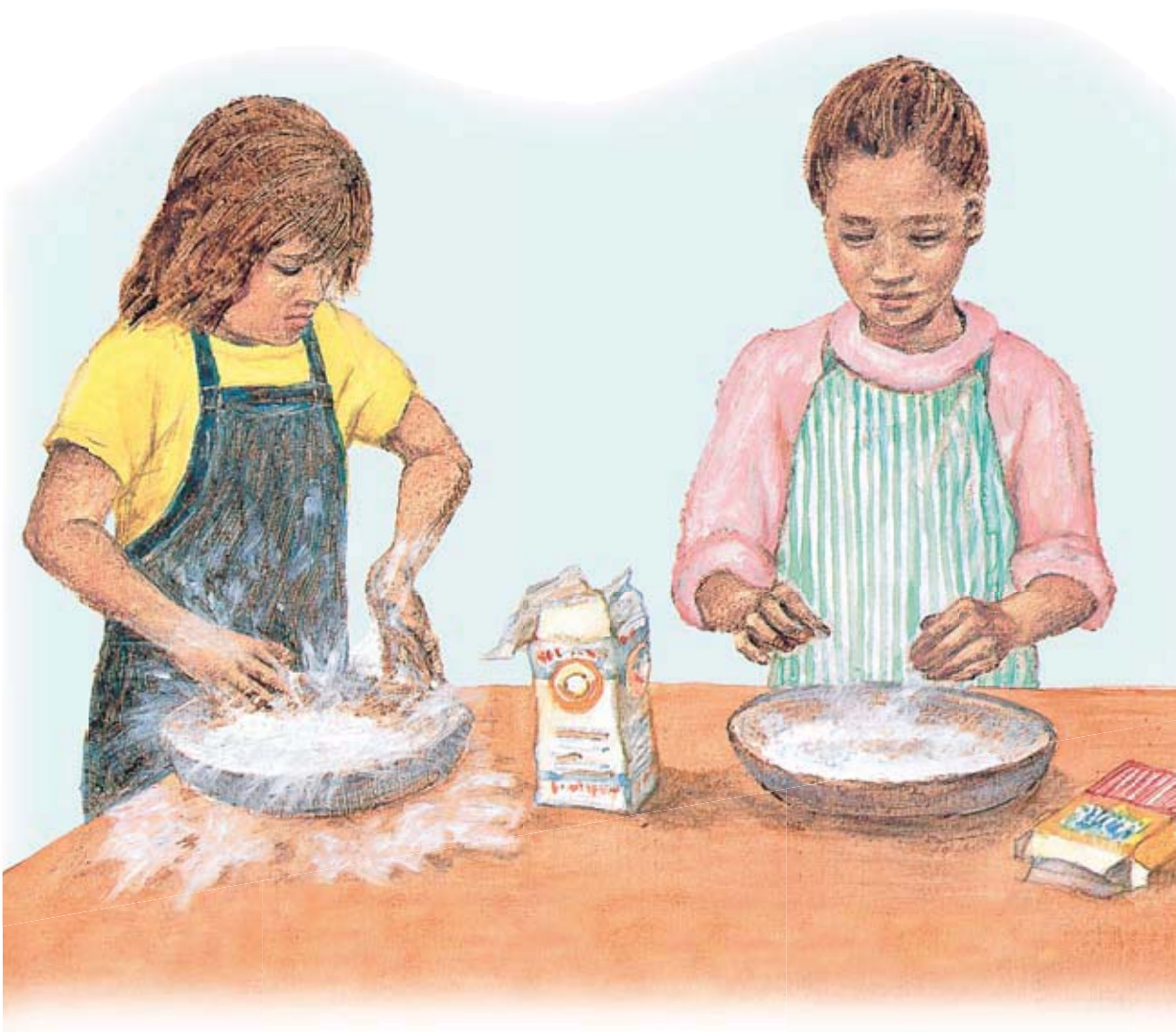
Lang licked the mixing spoon.
“Yuck!” she cried. “This batter tastes bad!”

“We have not put everything in yet,” stated Kim as she swept up.

“‘Add one pt. of milk.’ What is a pt.?” asked Lang.

“A pint is two cups. Fill that cup up twice,” said Kim.





Kim and Lang greased and put flour in the baking pans. Kim was careful with her pan but Lang was not.

Kim scraped the batter into each pan. She waited for Dad.

Kim and Lang set the table as
Dad put the cakes in the oven.

“I feel like one thing is missing,”
sighed Lang.

“Why? It will be fine.” Kim had
faith in her baking.

Just then Josh yelled
from the kitchen. “Kim!
Lang! Come see the
cakes!”





Fixing It

Each cake was as flat as a pancake.

“Oh no! I did not add the baking powder!” Kim cried.

“Does baking powder make cakes rise?” asked Josh. Kim nodded.

“We will have to throw it out,”
sighed Kim. Then she began to cry.

Lang looked at the cakes. “Wait! I
can fix it!” She ran to the freezer and
got a tub of ice cream.

“It can be an ice cream cake!”
she exclaimed.





Lang spread ice cream between the cakes.

“We all scream for ice cream,” Josh joked. Kim felt better.

“Get set to scream, ‘Hi, Mom!’” said Lang. “I think she is home.”

The kids and Dad had made Mom a **splendid** meal. She ate spring rolls, greens, and three slices of cake!

Josh joked, “Kim and Lang invented a new cake recipe.”

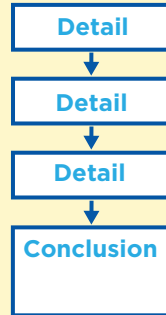
Mom exclaimed, “That is the best cake I have ever tasted!”



Comprehension Check

Summarize

Reread "A Splendid Meal."
Look at the Conclusion Map.
Summarize.



Think About It

1. What do Kim, Lang, and Josh plan?
2. What does Lang do after she looks at the cakes?
3. How does Kim feel when she sees the flat cakes?



Write About It

Why do people like to share meals?



Skills and Strategies

Decoding

Read the words.

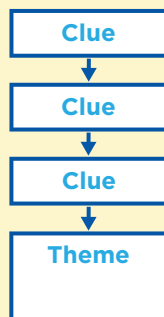
wrote	knots	knee	climb
writer	wring	knock	string
wrists	strong	knit	stretch

Vocabulary

earn	children	kindness
instruct	beamed	

Comprehension

Theme The theme is a big idea about life that the author wants to tell in a story. A Theme Map helps you find clues to figure out the theme.



Read

Look for the story's theme.

Sky and Weaver

Sky wanted to know how to weave. Weaver said Sky had to **earn** the lessons. Sky had to do many jobs each day.

At last Weaver exclaimed, "You did all the jobs. You worked well. Now I will **instruct** you to weave. You can make little rugs for **children**."

Sky **beamed**. "Thank you for your **kindness**."

Hard work helped Sky reach her goal.

Fill in the **Theme Map** for "Sky and Weaver." Summarize.



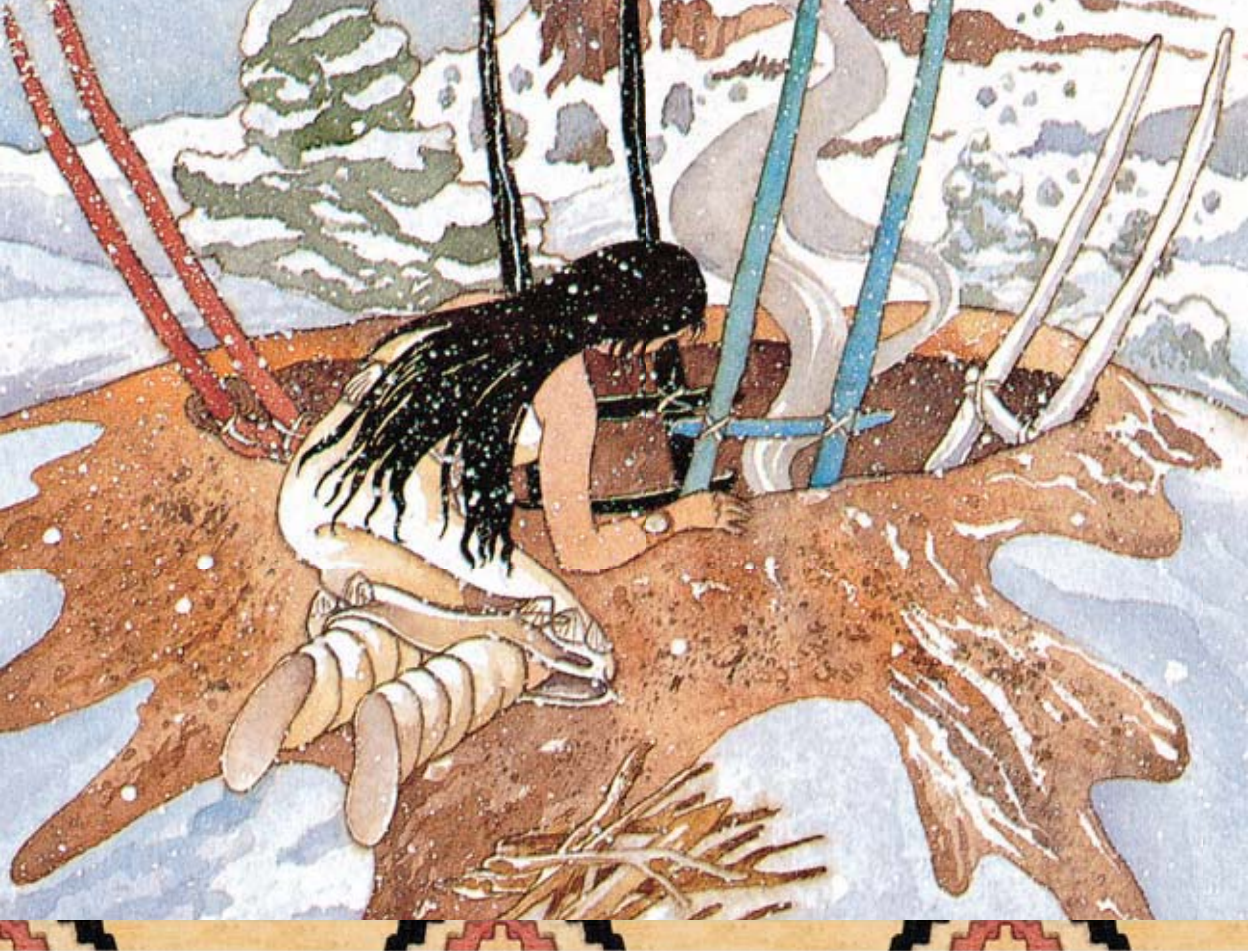
Weaver's Kindness

by J.D. Gable
illustrated by Arvis Stewart



Weaver knows how to make warm blankets and rugs. Each day, she sits to weave. Her hands move fast as she ties little knots. Her wrists bend as she weaves at the loom.



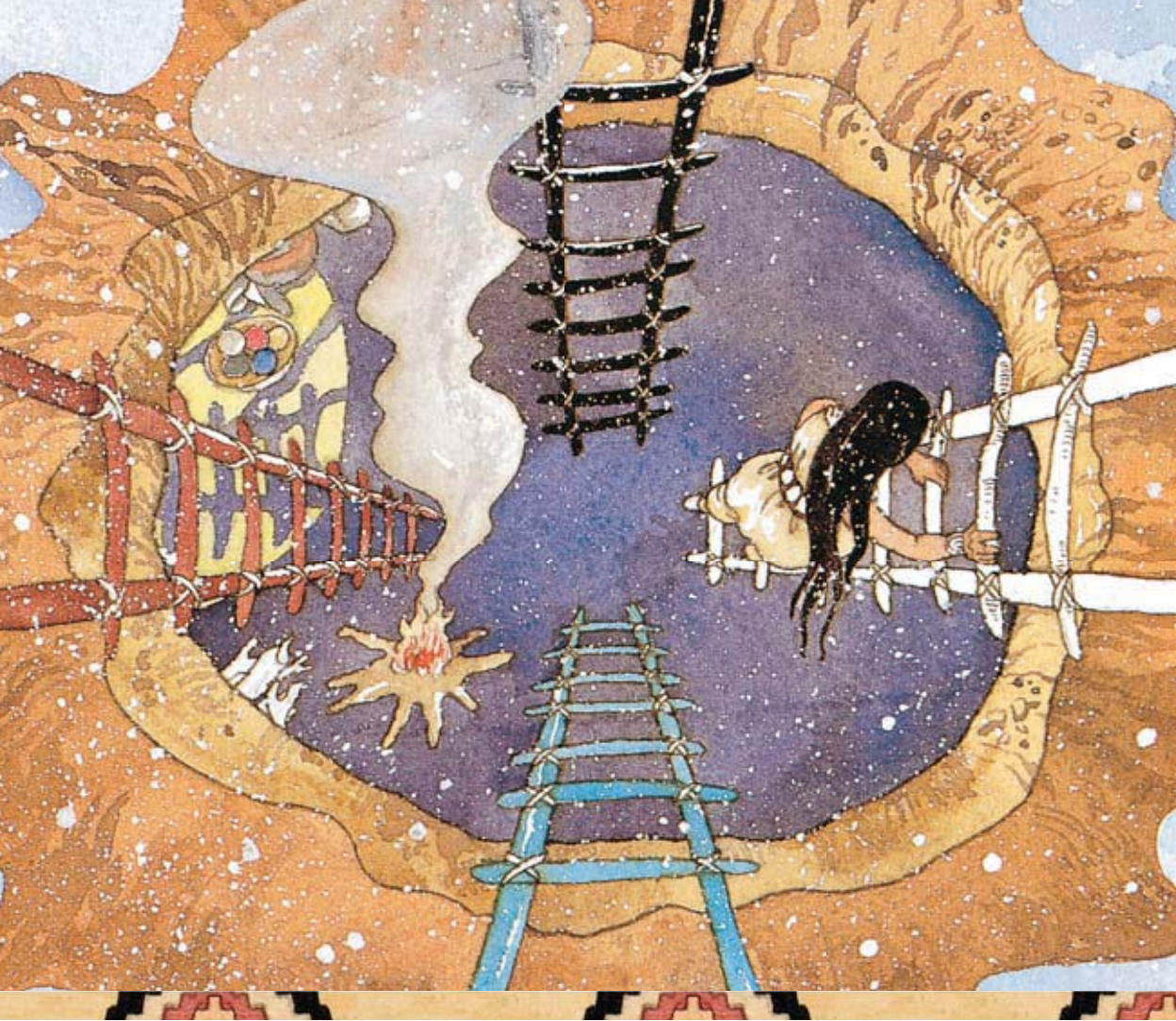


No Name

One day Weaver heard a knock.

Then a voice called, "I am lost and cold. I am on the wrong path. I can not find my way."

Weaver replied, "Climb down to my home and step inside."



The woman came inside. “Tell me your name,” said Weaver.

“I am No Name. I gave up my name when I did not help others.”

“Then you must **earn** your name back,” replied Weaver.

“Please teach me to weave. Then I can help my people. They can wrap themselves in blankets. I will get my name back. Help me,” begged No Name.

“Kneel beside me and unwrap this yarn. I will teach you all I know,” said Weaver.





Weaving

Weaver showed No Name how to weave. “Weave **kindness** into the cloth. Think kind thoughts as you weave. But make a path so they can get back to you.”

No Name kept weaving and made a path in the rug. “That is well made,” nodded Weaver.

Weeks passed. “It is time to go back home,” Weaver stated. “Instruct your people how to weave. Teach them to make blankets and rugs.”

No Name beamed. “Thank you. I will teach them well,” she replied. She left with a big bundle of cloth.





Helping Others

No Name went home. She told her people, “I want to earn back my name. I will teach you to weave.”

They worked together. The women cut wool from sheep. Then No Name melted snow to clean the wool.

Children stretched the wool to dry it. Men made a big loom for weaving.

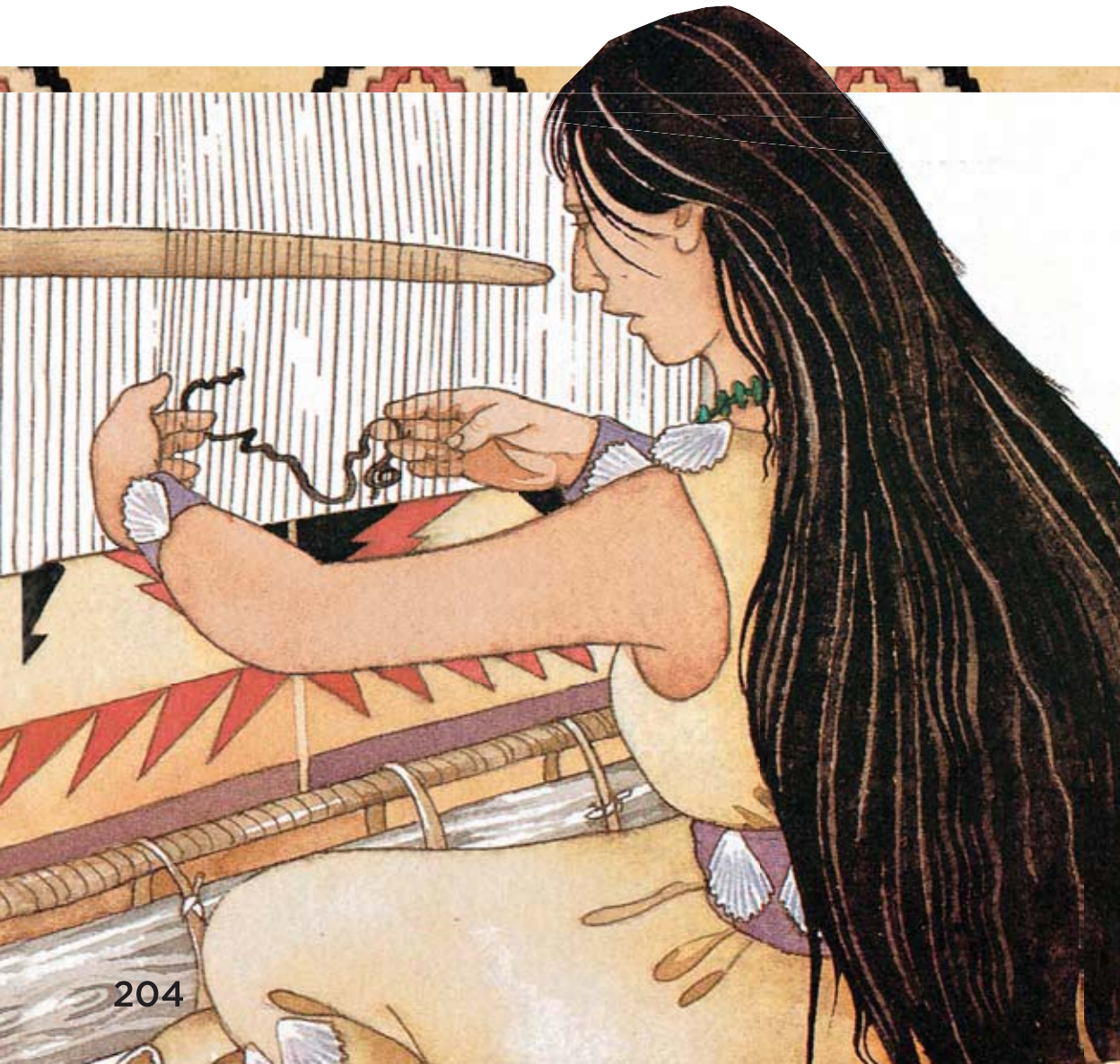
Then No Name showed the children the way to spin wool. She showed women how to weave kindness into cloth.

The people repaid No Name's kindness. They gave her a home and food.



So No Name earned back her name.
She became Shell Woman again.

Shell Woman spent her life teaching
weaving. She never forgot the Weaver's
lesson: Be kind to others and they will
be kind to you.



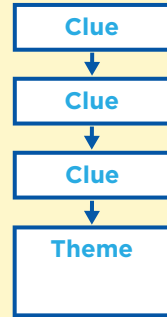
Comprehension Check

Summarize

Reread "Weaver's Kindness."

Look at the Theme Map.

Summarize.



Think About It

1. Why did No Name lose her name?
2. How did Weaver help No Name?
3. How did kindness help No Name earn back her name?



Write About It

Name ways people help their neighbors.



Skills and Strategies

Phonics

Read the words.

part	shark	start	wrinkle
hard	know	smart	yard
marsh	harmful	knot	write

Vocabulary

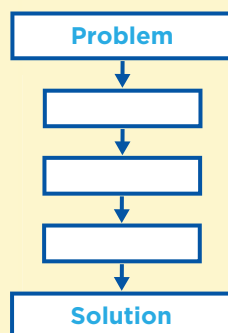
liquid	streams	tap
gallons	useful	machines

Comprehension

Problem and Solution

A problem is something that needs to be fixed, or solved. A solution fixes the problem. A Problem

and Solution Chart helps you find the problems in a selection.



Read

Find the problem and solution.

Keep Water Clean



People need clean water. Water is **useful**. But some water is not clean. People may spill **gallons** of unclean **liquid** into **streams**. Some **machines** leak gas that can drip into wetlands.

How can we help? We must keep gas and unclean liquids out of streams and wetlands. We must clean up polluted water. Then clean water will come out of the **tap**.

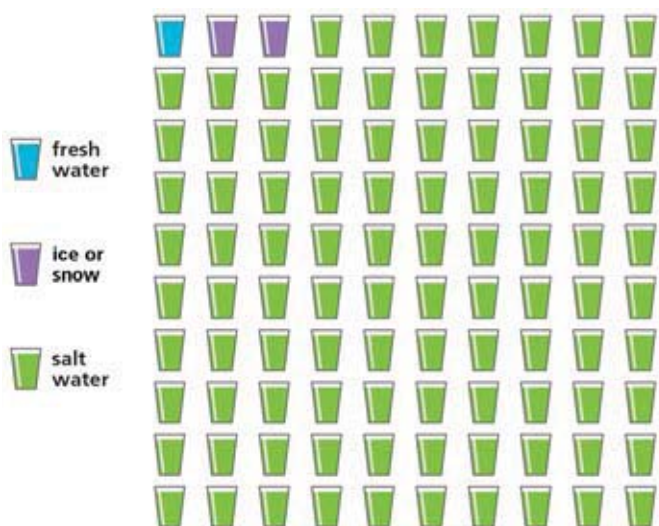
Fill in the **Problem and Solution Chart** for "Keep Water Clean." Summarize.

Be Smart: Save Water!

Did you know that much of Earth is covered by water? Most of this is salt water in seas.

People drink and use fresh, or unsalted, water. But most fresh water freezes into ice or snow. It is not **liquid**.

If All of Earth's Water Fit into 100 Cups





Keep It Clean

All life on the planet needs water. This means moms, dads, kids, animals, and plants. But some water on our planet is not clean. This is a big problem.

How can we keep water clean?
We can do lots of things. We must
not throw trash into the sea, **streams**,
or ponds. We must keep mud from
running into streams when it rains.
We can use **machines** to clean water,
as well.



The body is
mostly water.

People

Clean water is **useful** for many things. We use it when we clean our bodies and brush our teeth. We use it when we clean and cook food.

We play in water. On hot days, we might splash in a lake. On cold days, we can play in the snow.



Swimming is fun on hot days.



Dolphins need clean water to swim in.

Animals

Some animals make homes in seas, streams, or lakes. Other animals live both on land and in water. Land animals drink water. All animals need clean water.

When water is not clean, animals can get sick and die. Some animals must leave their homes.

Helping Animals

How can we help animals? We can try to keep ponds and streams and seas clean. We can try to keep wetlands filled with water. People can save animals by making the water clean.



Plants

Plants need clean, fresh water, as well. How can we get lots of fresh water to plants? We need to keep from using too much. We need to save water and send it to farmers and plants.

Farm crops need water to grow.



How Much Water Do You Use?

ACTIVITY

Running the tap
Brushing Teeth
Flushing Toilet
Cleaning clothes
Washing the car
Taking a bath
Taking a shower

WATER USE

3-5 gallons a minute
2-5 gallons
1.5-4 gallons each flush
35-50 gallons
50 gallons
40-50 gallons
5-10 gallons a minute

Be Smart: Save!

When people waste water, it harms the planet. Saving water helps save the Earth. Some ways to save are:

-  Shut off water when not in use.
-  Do not run the tap when brushing teeth.
-  Take less time in the shower.
-  Clean big loads of clothes



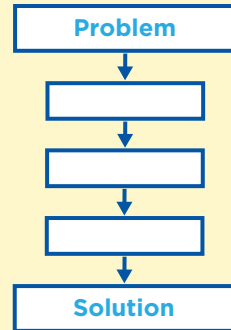
Earth is “The Water Planet.”

Wasting water is harmful to our planet. Unclean water harms people, animals, and plants. But we can save water and make it clean. We can help keep the planet safe.

Comprehension Check

Summarize

Reread "Be Smart: Save Water!" Look at the Problem and Solution Chart. Summarize.



Think About It

1. What is water that freezes?
2. How do people use water?
3. How does keeping water clean help animals?



Write About It

What would the world be like without water?



Skills and Strategies

Decoding

Read the words.

score	start	porch	store
before	horse	parks	north
harm	morning	storm	short

Vocabulary

projects	supplies	chore
collect	agreed	

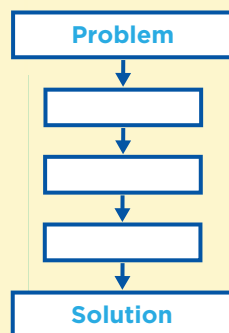
Comprehension

Problem and Solution

A problem is something that needs to be fixed.

A solution fixes the problem. A Problem and

Solution Chart helps you find the problems in a story.



Read

Find the problem and solution.



Pete's Problem

Pete did not like his **chore**. He had to take care of his little brother. Pete was bored.

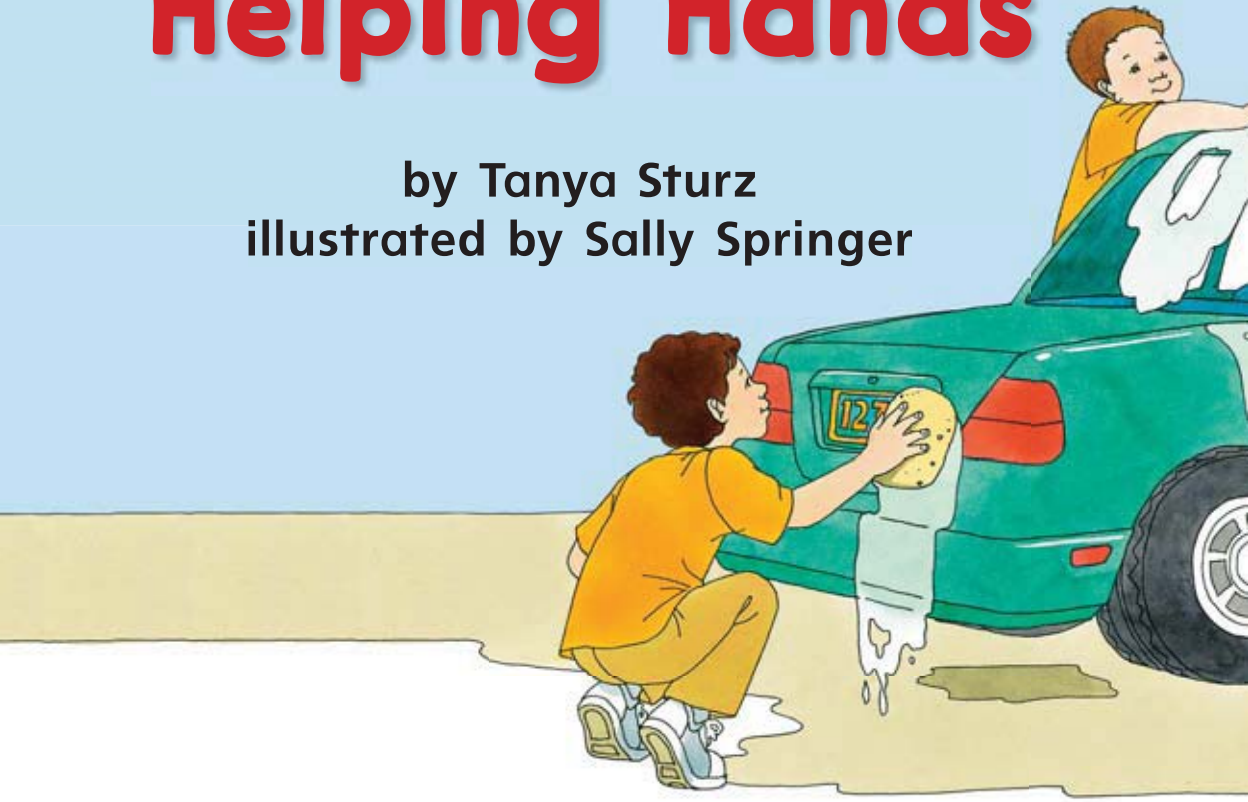
One day Jill came to Pete's home with her little brother. Jill did **projects** with the little kids. First she helped them **collect** leaves in the yard. Then she gave them art **supplies**. They made paintings and taped the leaves to the page.

"This is lots of fun!" the kids cried. And Pete **agreed**.

Fill in the **Problem and Solution Chart** for "Pete's Problem." Summarize.

Helping Hands

by Tanya Sturz
illustrated by Sally Springer



The Helping Hands Club

Nan and her pals are part of the Helping Hands Club. In this club, kids help others in a lot of ways.

The Helping Hands kids make money by cleaning cars. It is fun to do this **chore**! Then the club buys **supplies** for **projects** that will help people.



Kids in the club make get-well cards to cheer up sick children. They teach little kids to read. It can be fun to help.

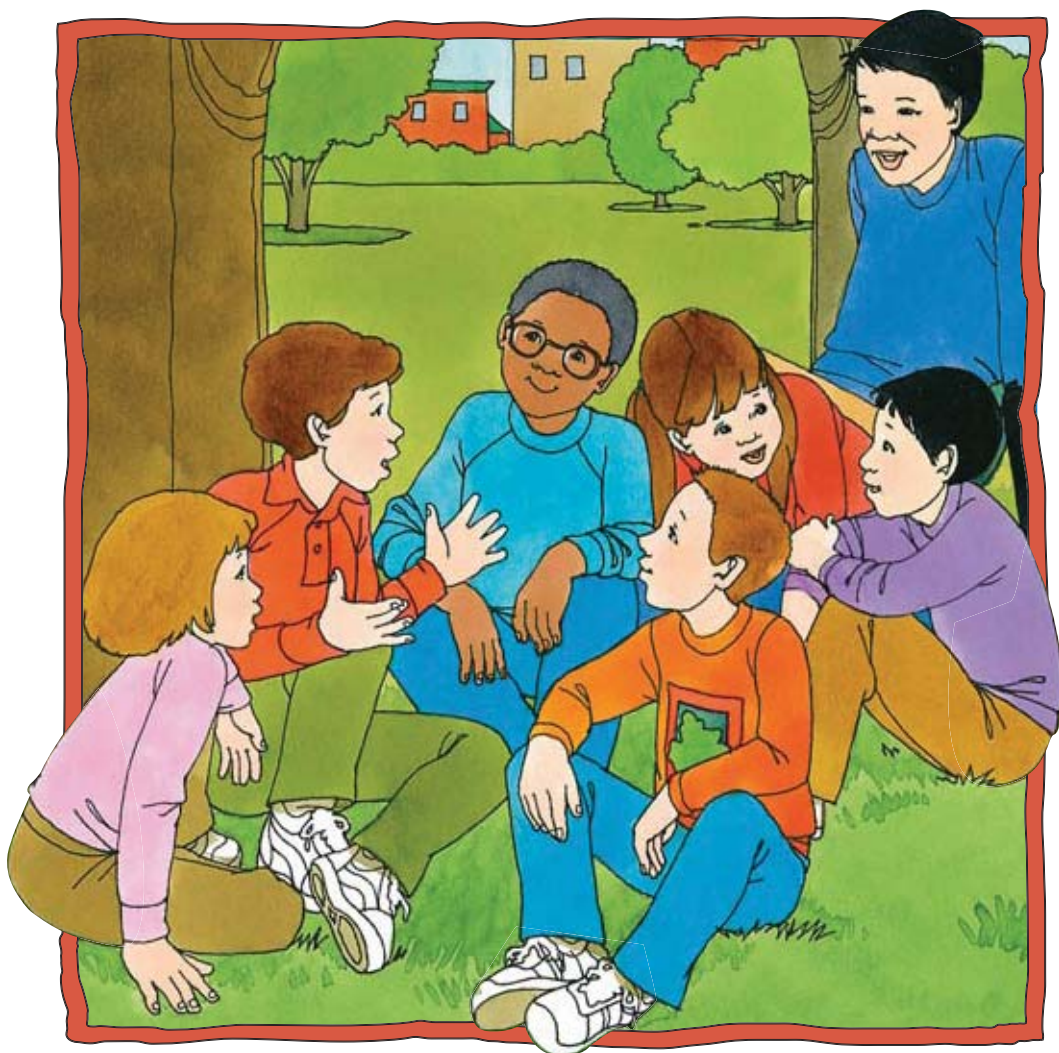


Starting a Club



Why did the kids start the Helping Hands Club? Nan wanted to help kids who need aid.

“A lot of children do not have toys or books,” Nan told her pals. “Some kids are sick and unhappy. We can help.”



Nan's pals wanted to help, as well. The kids met in Tim's backyard. They made plans.

"We'll **collect** toys and books to give to children who don't have them," said Lane.

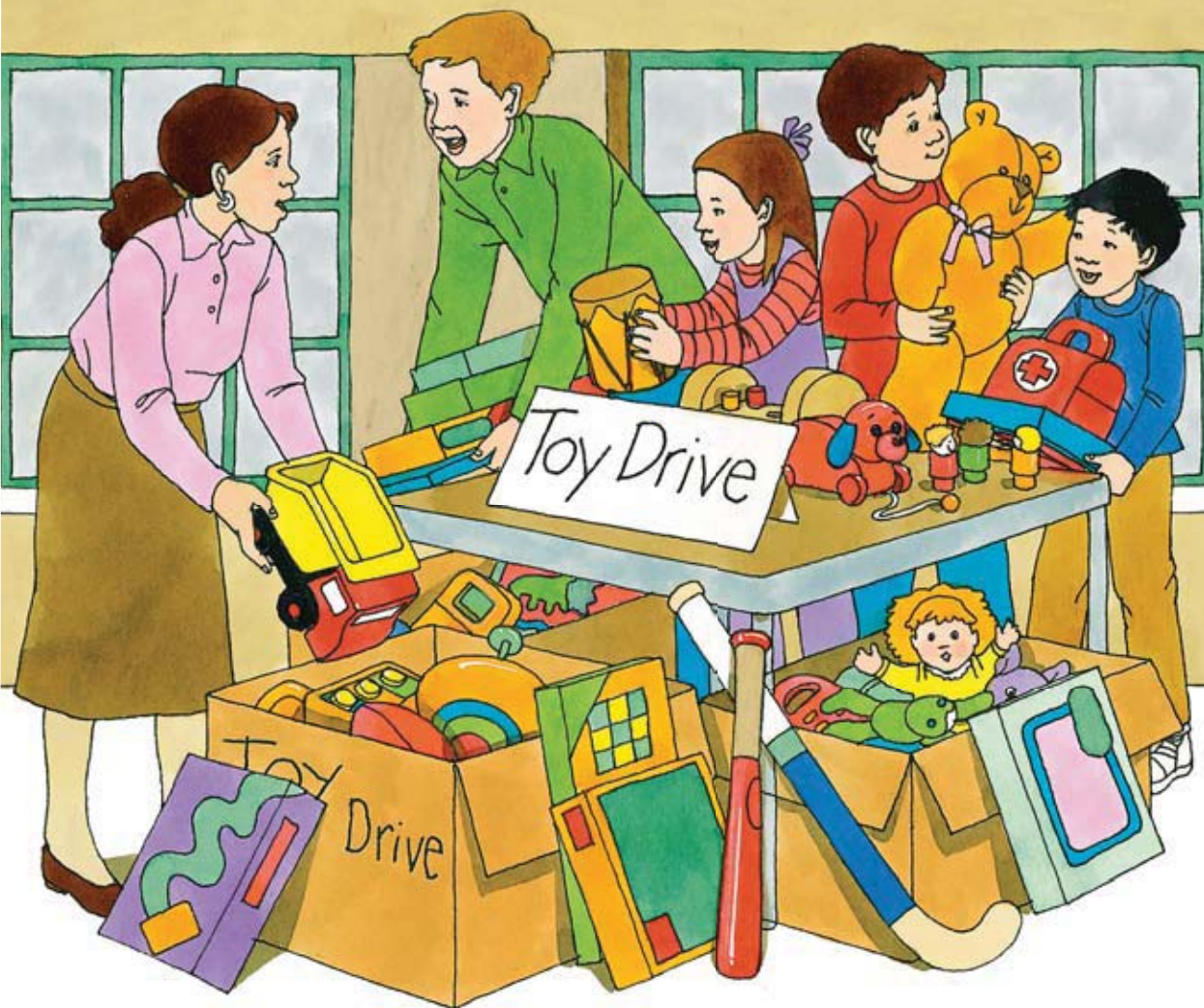
“That’s a great idea,” Tim smiled.
“And we can send cards to sick kids to cheer them up.”

“Let’s form a club!” Darby cried.
“We can be the Helping Hands Club!”

Everyone **agreed** that was the right name for the club.

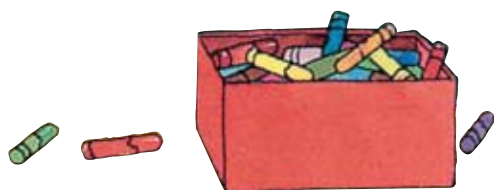
“Let’s get started,” Nan said.

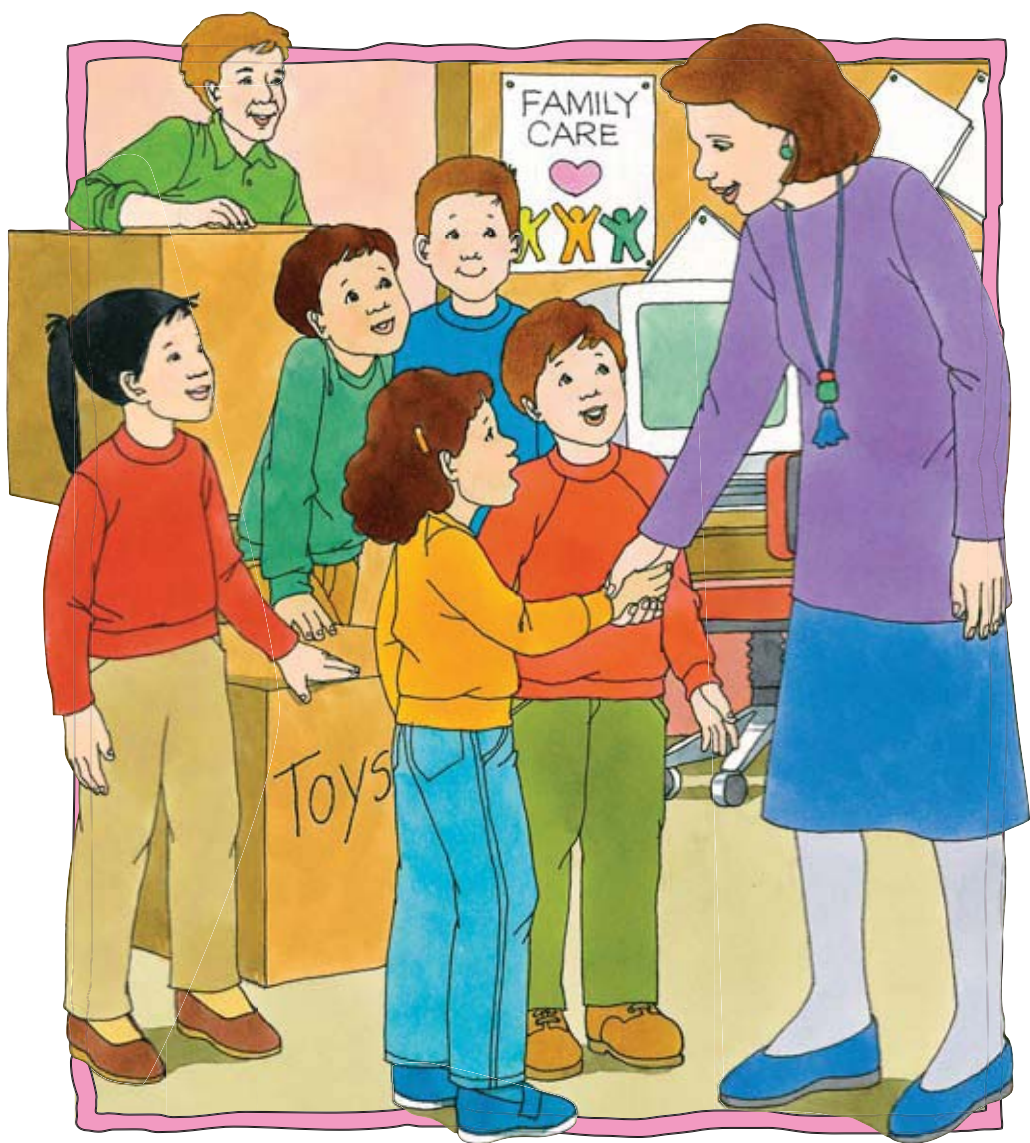




Toy Drive

The Helping Hands Club held a toy drive. The kids asked people to bring in bats, dolls, and games. People dropped off a top, a hockey stick, a truck, and a drum.





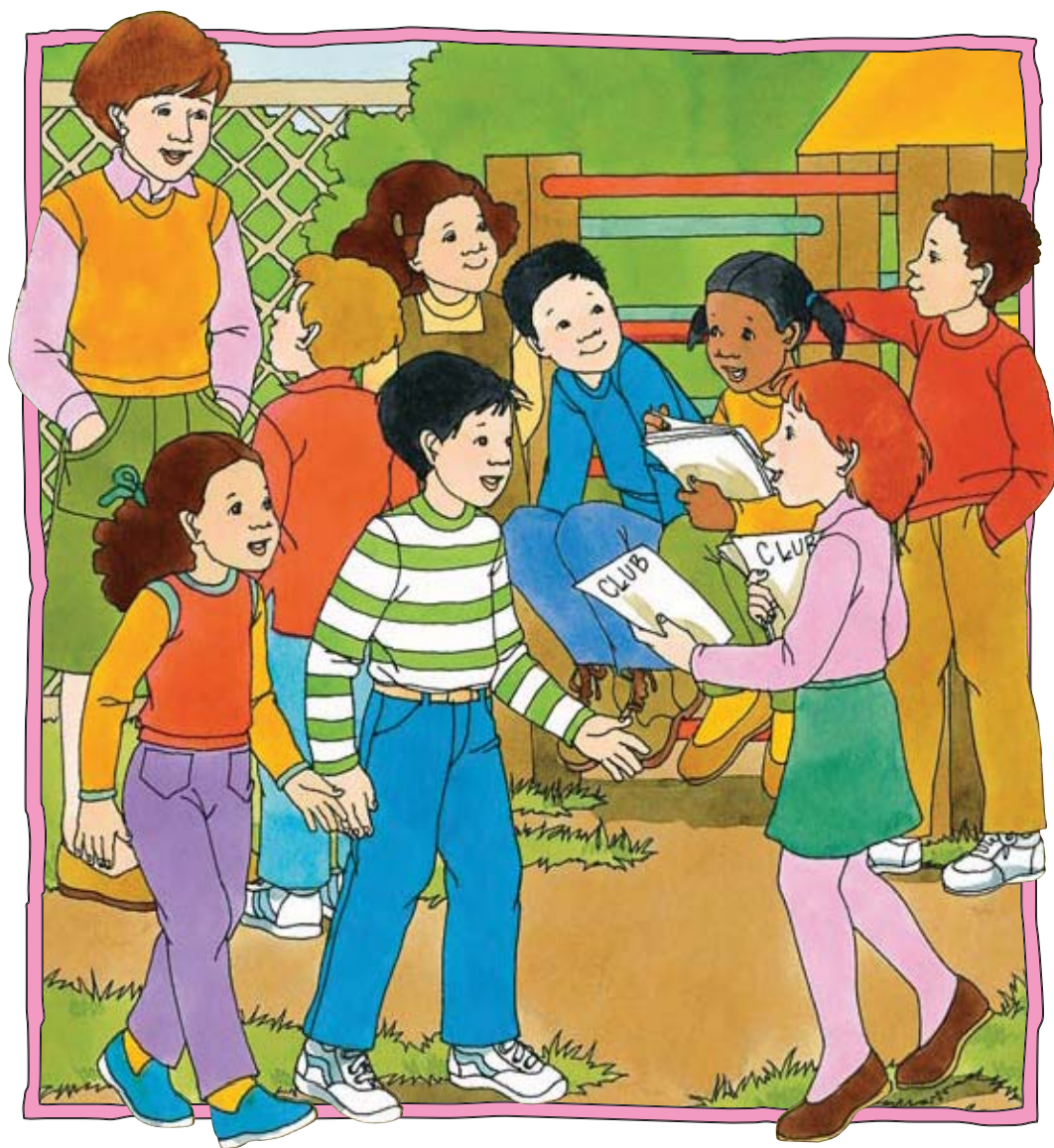
The Helping Hands Club gave the toys to a place that takes care of children.



Helping Mr. Ford

The next day Tim said, “Let’s help my pal, Mr. Ford. He hurt his leg and cannot rake his leaves.”

The Helping Hands kids came to Mr. Ford’s yard. They raked his leaves. They swept his porch. He was thankful. They felt happy.



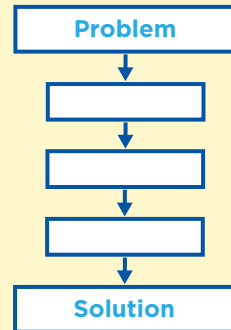
Each week more kids join the Helping Hands Club. The kids find out about people who need help. Then they help them.

Comprehension Check

Summarize

Reread "Helping Hands."

Look at the Problem and Solution Chart. Summarize.



Think About It

1. How do the Helping Hands kids make money?
2. Why did the Helping Hands kids help Mr. Ford? What did they do?
3. Why did more kids join the club every week?



Write About It

Write a list of ways to help people.



Skills and Strategies

Decoding

Read the words.

burn	girls	fort	dirty
perfect	before	germ	short
shirt	turn	bird	church

Vocabulary

shady	bored	between
wonder	perked up	

Comprehension

Sequence The sequence is the order of events in a story. Most stories tell the events in the order that they happen. A Sequence Chart helps you put events in order.



Read

What is the sequence of events?

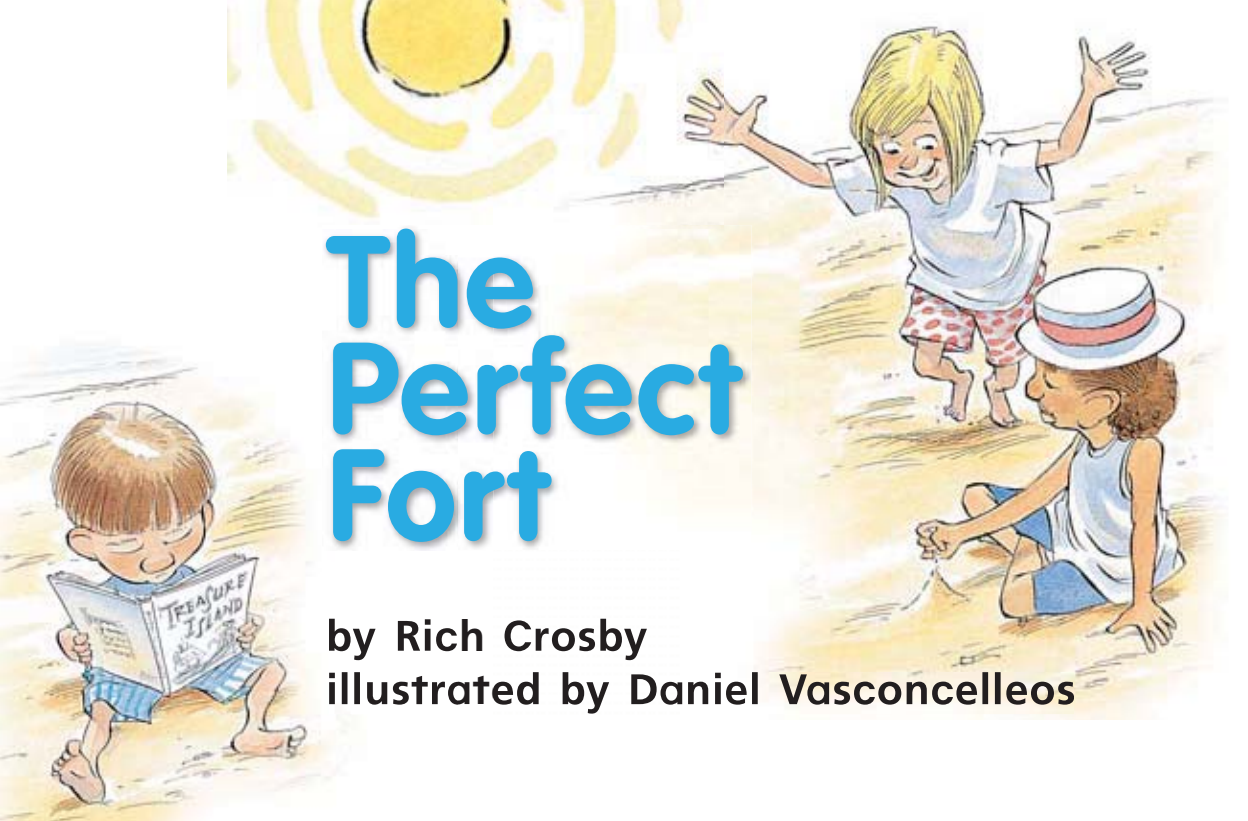
Jade's Day

Jade sat under a big **shady** tree. She liked being alone, but she was **bored**. First, she petted her purring cat that was curled up next to her. She watched the birds fly **between** the branches. "I **wonder** what I can do," she said.

Then Jade **perked up**. "I know. I will make a tree house!" She ran to get her girl friends. In the end, they worked together and made a tree house.

Fill in the **Sequence Chart**
for "Jade's Day." Summarize.





The Perfect Fort

by Rich Crosby
illustrated by Daniel Vasconcellos

Bored at the Beach

One summer day, Cora, Jack, and Kate stayed at the beach.

Cora ran sand **between** her fingers. Jack read a book. The girls were **bored**.

“We need to stir things up!” Kate yelled. “Let’s make something big.”

“Like what?” Cora asked.

Kate said, “Let’s make a fort.”

Jack got up. “Yes! We can set it up between those three trees,” he said.

“It will be a huge chore. Let’s find a **shady** place to sit,” Cora sighed.

“It will be a fun job,” replied Kate. “It will be the best spot on the beach. You will like it!”

“Fine,” nodded Cora. “But I still think it’s too hot.”





Jack went to find some planks. The girls started to collect tree branches. Suddenly, a boy ran by with a sheet on his head.

“Who is that kid?” asked Kate.

“I’ve never seen him before,” replied Cora.

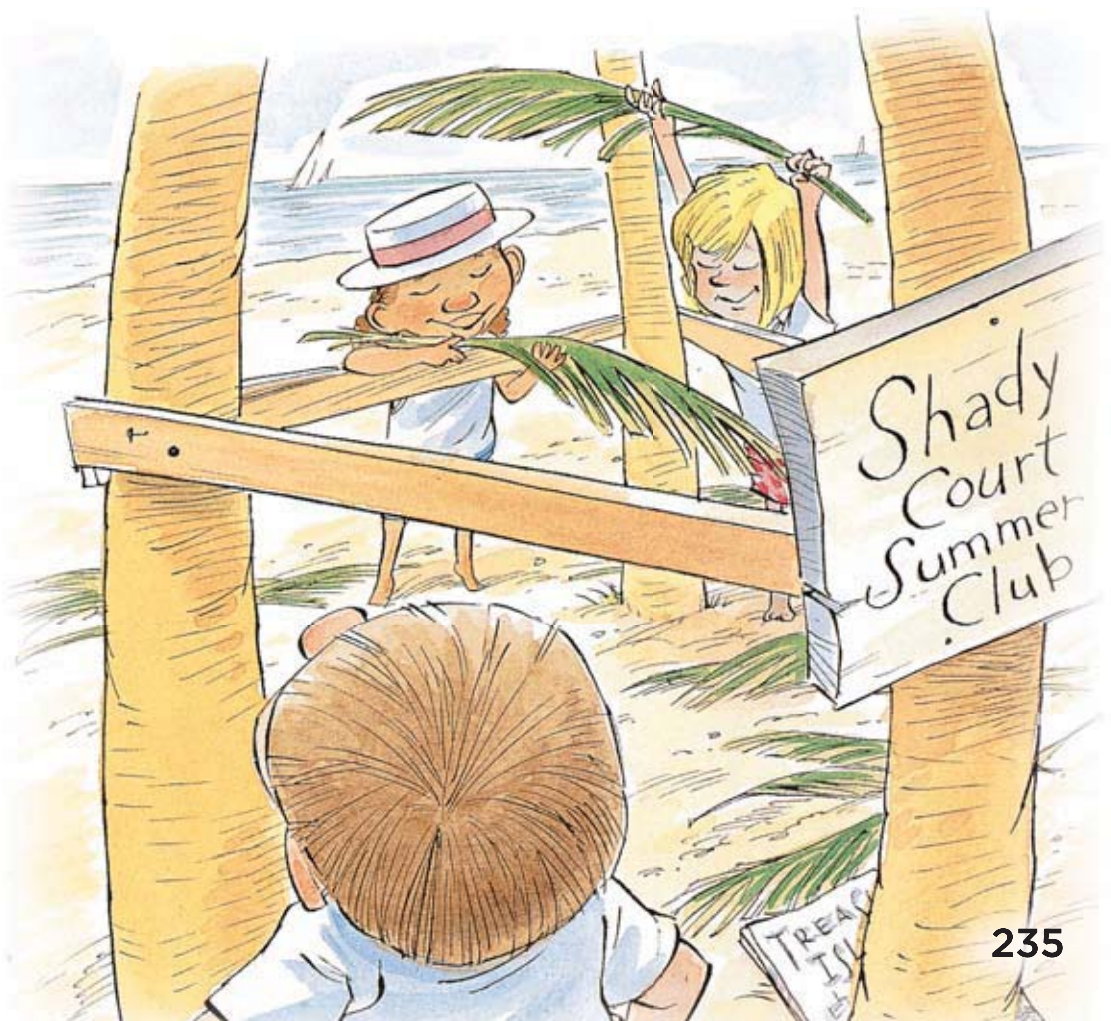
“I **wonder** what he’s doing,” said Kate.

Jack returned. "I got three short planks. Those kids grabbed the best stuff," Jack told the girls.

"Which kids?" asked Kate.

"Didn't you see them? Those kids in back of the bait house," said Jack.

"A kid ran by with a sheet. Maybe he is with them," replied Kate.

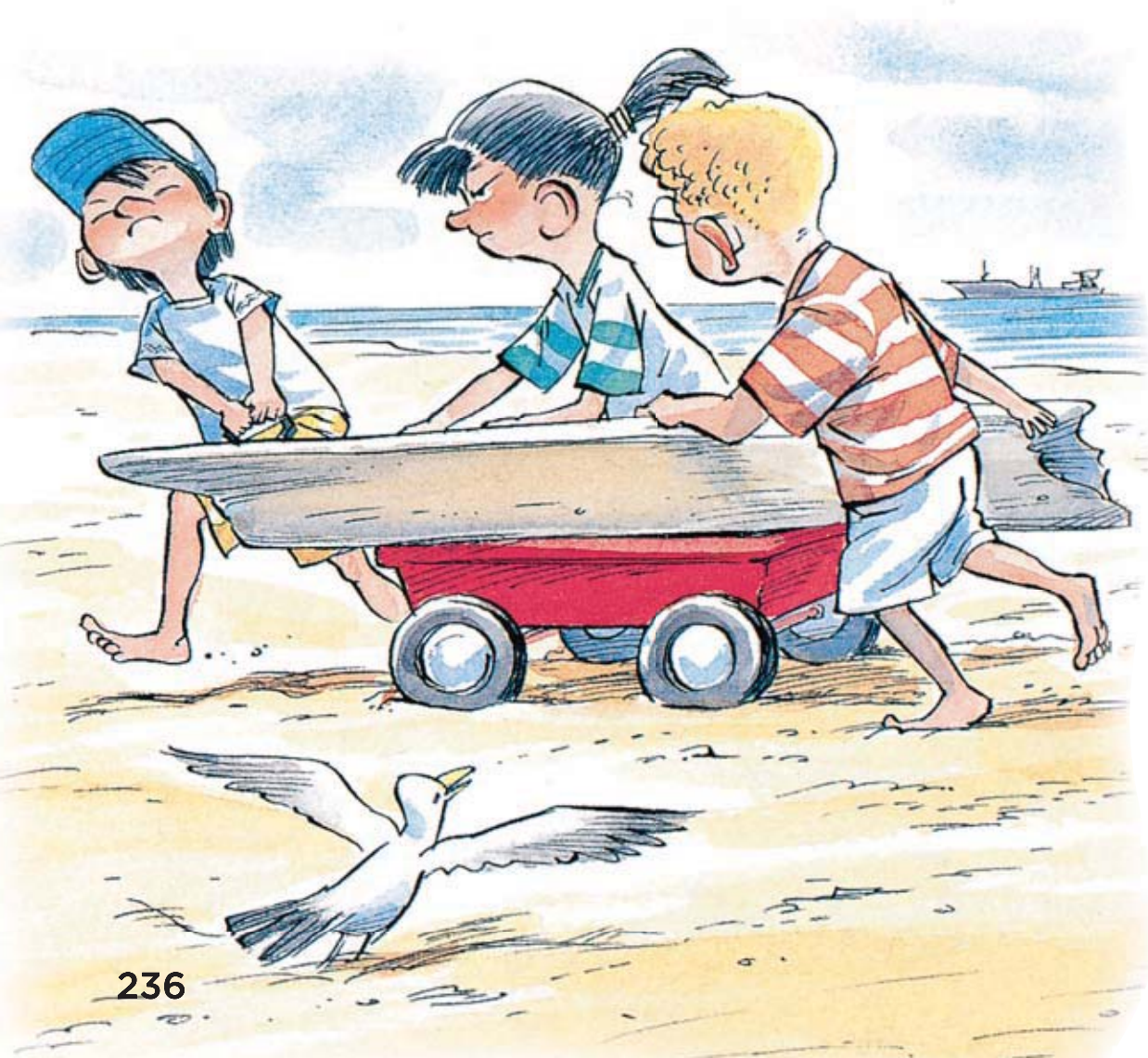


A Better Plan

“I see them!” yelled Cora.

Three kids were dragging a cart with a big pile of driftwood in it.

“They are setting up a fort on the side of the bait house,” added Jack.



Just as Cora, Kate, and Jack got the fort set up, it started to rain.

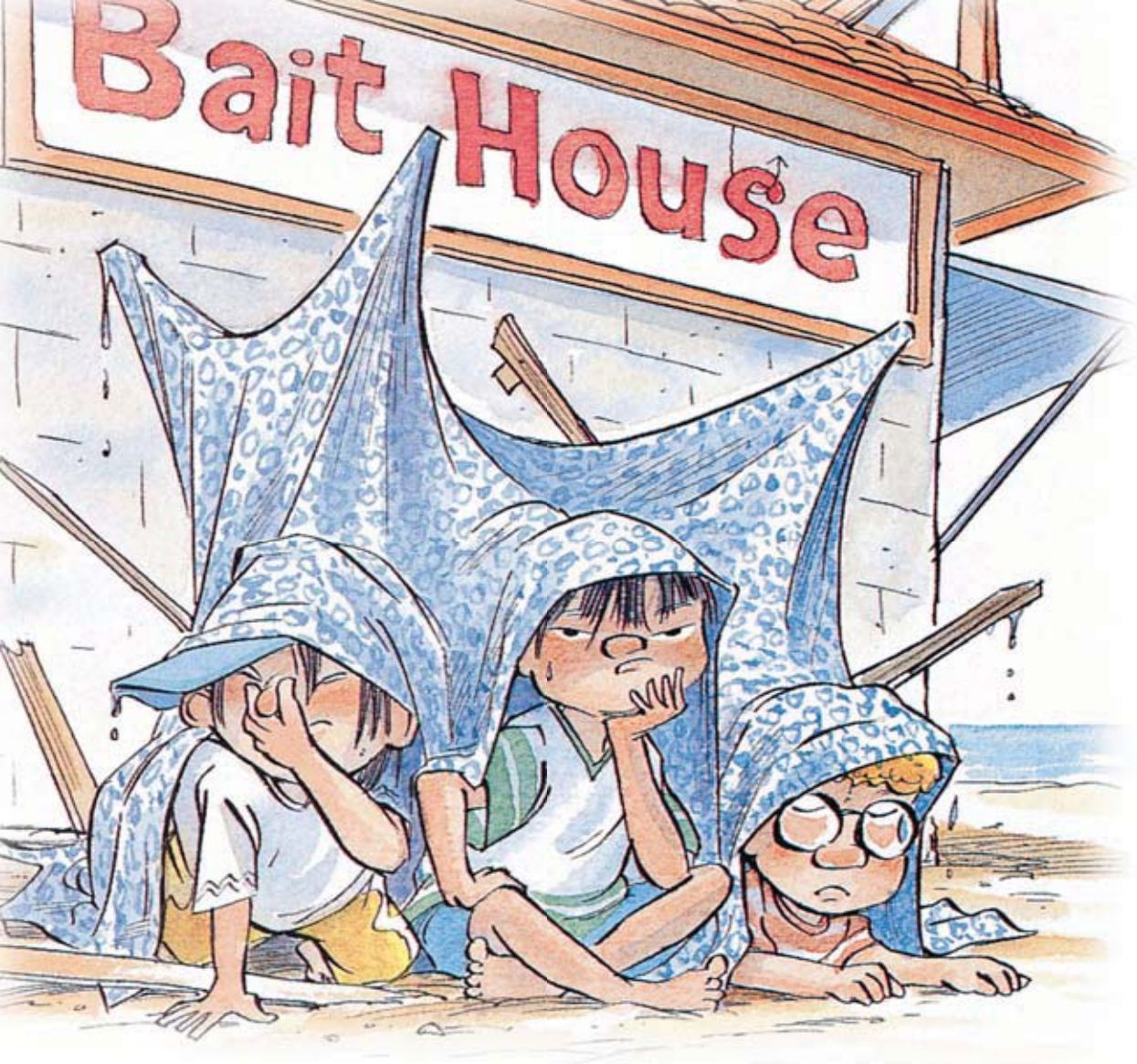
“I’m dirty and sleepy,” complained Jack.

“And I’m still bored,” sighed Cora.

“And I’m hot!”

Kate **perked up**. “It’s nice in here. Why don’t we go meet those kids when the rain stops?”





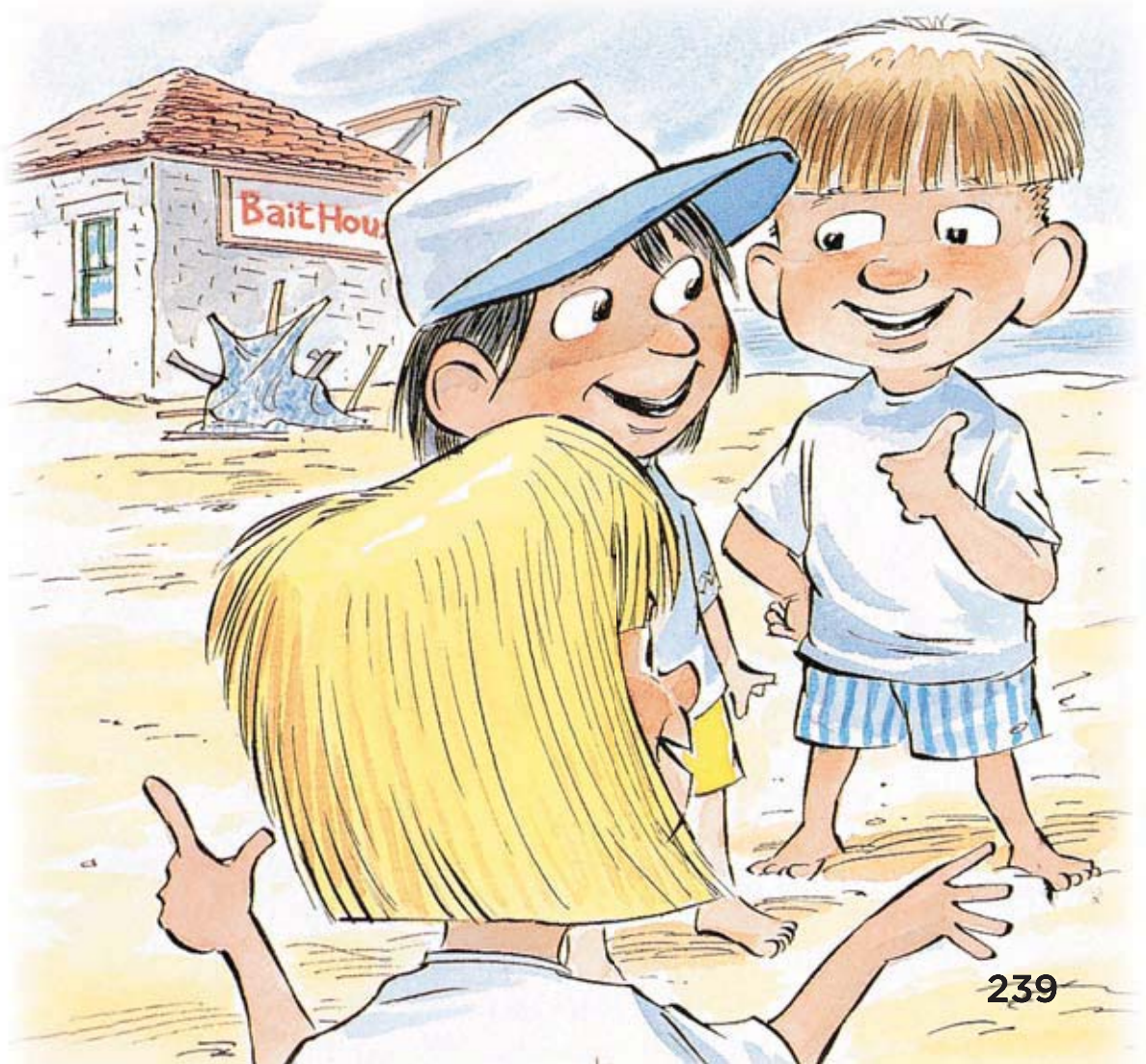
Soon the rain ended. Kate led Jack and Cora to the bait house.

A kid was holding his nose. "It smells like fish here," said Kate. "Those kids don't look happy. Let's invite them to our place."

Jack trotted up to the kids. “Let’s make one big fort.”

“We were thinking the same thing! I am Kirby. Mark and Shirley are my pals,” explained one of the kids.

“It’s nice to meet you. Let’s get going!” exclaimed Jack.





Shirley, Jack, and Cora pulled the cart, while the others pushed it.

“We will make a perfect fort!” exclaimed Kate.

“Yes. But it’s getting hot,” panted Cora. “I can’t wait to be in the shade!”

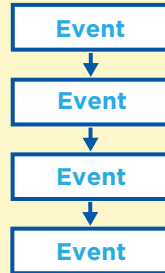
Comprehension Check

Summarize

Reread "The Perfect Fort."

Use the Sequence Chart.

Summarize.



Think About It

1. Who wants to stir things up?
2. What do Jack, Cora, and Kate do to make the fort?
3. How do Jack, Cora, and Kate feel about the other kids at the story's end?



Write About It

Tell about a time when kids worked together to make something.



Skills and Strategies

Decoding

Read the words.

begin	over	diner	stable
music	silent	dirty	human
baby	final	tiny	frozen

Vocabulary

cycle	hatch	adult
shrink	surface	changes

Comprehension

Main Idea and

Details The main

idea is the most
important point an
author makes about

a topic. Details help explain the
main idea.

Detail
Detail
Detail
Main Idea

Read

Look for main idea and details.

A Frog's Life

A frog **changes** a lot as it grows from a baby to an **adult**. It has a lot of steps in its life **cycle**.

Baby frogs **hatch** from eggs. First they are tadpoles with long tails. Then they grow legs. Next, the tails **shrink**. At last, the adult frog swims to the **surface** of the water.

Fill in the **Main Idea Chart** for "A Frog's Life." Summarize.



Animals Change Shape

by Jill Viera



Life Cycles

All animals have life cycles. A life cycle is the way an animal changes as it grows. Some babies only change in size and color. Other babies change in shape, too.

A butterfly changes a lot during its life cycle. Look at the photo as you read the next page.



A caterpillar changes into a butterfly.

A butterfly begins as a tiny egg. A caterpillar hatches from the egg. It eats leaves and grows.

Then the caterpillar makes a hard case around itself. Inside the hard case, it changes over time. When it comes out, it is a butterfly with wings. Then the butterfly lays eggs, and the life cycle starts over.



A grasshopper sheds its skin six times!

Grasshoppers

A grasshopper changes as it grows, but not as much as a butterfly.

First, grasshoppers **hatch** from eggs. They are little and have no wings. As a grasshopper gets bigger, it sheds its skin. When it becomes an **adult**, a grasshopper gets its wings.



A frog's shape changes a lot.

Tadpoles and Frogs

A frog has a lot of steps in its life cycle. When a frog hatches from an egg, it is called a tadpole. It looks like a little fish without fins. It has a tail, but it does not have legs. Soon it will grow legs.



A froglet has legs and a tail.

Once the tadpole has legs, it is a froglet. A froglet still has a long tail. But the tail will **shrink** into the body as the frog grows. Its legs will get bigger. Then it will be a grown-up frog. The grown-up frog can swim in water, and it can hop on land.



Sea Turtles

A sea turtle moves from land to sea in its life cycle. The turtles lay eggs on the beach. A baby sea turtle chips at the shell from inside. When the shell cracks, the baby turtle wiggles out. Then it crawls to the sea. A sea turtle gets bigger, but it does not change its shape.

A baby turtle hatches on a beach.





Jellyfish, shrimp, and fish might eat the tiny blue crab.

Blue Crabs

A blue crab spends its life cycle in the sea. It changes shape as it grows.

After it hatches, a baby crab has tiny legs and no shell. At first, it floats on the **surface** of the water.



In the next stage, it looks like a tiny crab. Now it can swim. As the blue crab gets bigger, it sheds its shell and grows a new one.

The adult crab has eight legs and two claws and a hard shell. It walks on the bottom of the sea.

An adult blue crab eats clams and shrimp.





A baby penguin changes in color and size as it grows up. Its shape does not change.

Some animals change shape a lot during the life cycle. Others change less. A lot of animals just get bigger as they grow.

The life cycle may not be the same for each animal. But each animal goes through it, growing and changing.

Comprehension Check

Summarize

Reread "Animals Change Shape." Use the Main Idea Chart. Summarize.

Detail
Detail
Detail
Main Idea

Think About It

1. What happens to a butterfly in its hard case?
2. Which animals change only in size as they grow up?
3. How does a tadpole become an adult frog?



Write About It

How do kids change as they grow?



Skills and Strategies

Decoding

Read the words.

balloon	drew	zoo	chew
soon	troop	news	paper
stew	flavor	flew	smooth

Vocabulary

interest	designs	crew
pilot	air	traveled

Comprehension

Description Authors often use description to present information. The words *example*, *include*, and *such as* often tell you that descriptive details follow.



Read

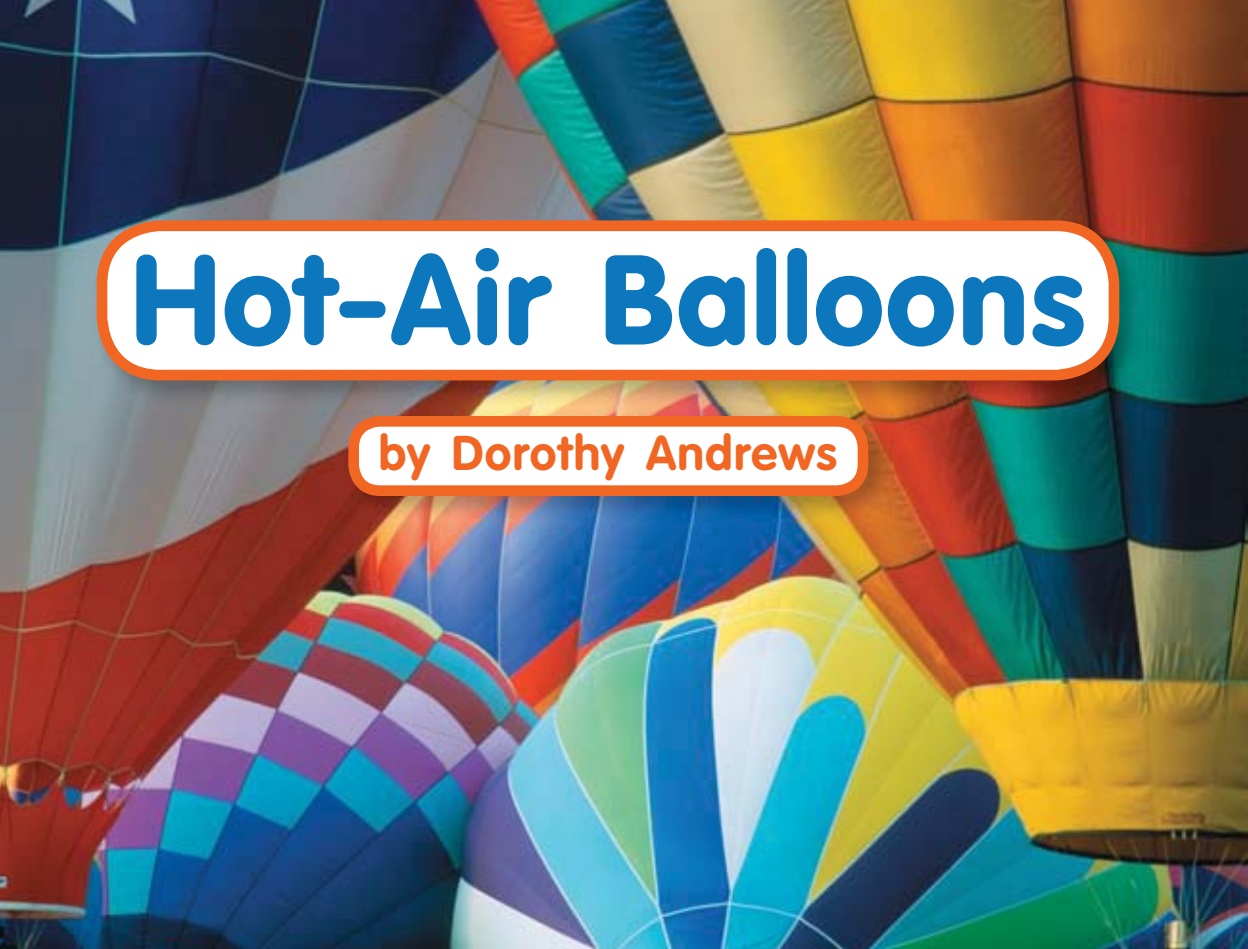
What is described in
“Balloon Time!”?



Balloon Time!

Last summer lots of people **traveled** to see hot-air balloons. They could see and do a lot. For example, some chose to see a **pilot** and **crew** fly a balloon. Many kids and grown-ups liked to take short rides up in the **air**, too. It was a big thrill for them. Some had an **interest** in the balloons' bright **designs** and wild shapes. These get-togethers were a treat for everyone.

Fill in the **Description Web** for “Balloon Time!” Summarize.



Hot-Air Balloons

by Dorothy Andrews

The Roots of Flight

What was the most important thing that ever happened for flight? It was making a paper bag float in **air**.

This is what happened. Two French men held a paper bag over a fire in a kitchen. The bag filled with hot air and it lifted up. Why was this news?



The first hot-air balloon
was made in France.

The men felt the bag was proof people could fly. They made a huge balloon and filled it with hot air. The first test flight had no crew.

In 1783, a duck, a rooster, and a sheep rode in a balloon. The animals came back safely. After that, people went up.

Uses of Hot-Air Balloons

Soon people used balloons in many ways. For example, they flew them for fun. They traveled from place to place in them.

Balloons were also used in wars. They were used as tools for spying. From the balloons, riders could see enemy troops far away. The balloons also carried supplies to the troops.

The Navy used balloons in wartime.





Balloons are hard to steer.

The first planes did not replace balloons. But in time, planes got bigger, better, and faster. Soon fewer and fewer hot-air balloons were in use.

Recently, people have a renewed **interest** in hot-air balloons. They fly balloons as a sport.



The burner, or engine, heats the air in the balloon.

How Hot-Air Balloons Fly

Why can hot-air balloons fly? They become lighter than air. To rise, the air inside a balloon must be lighter than the air outside. Hot air is lighter than cool air. It can lift a balloon up.



The pilot must know which way the wind is blowing.

It takes skill to fly a hot-air balloon. Getting it in the sky is just part of the job. If it needs to go higher, the pilot adds more hot air. If it needs to go lower, the pilot lets some hot air out of the balloon.



Many balloons go up at a festival.

A Favorite Sport

These are some reasons hot-air ballooning is a favorite sport today.

It is exciting to ride in a balloon. Riders can see for miles and miles. Besides being fun, balloons don't pollute.



Balloons can take odd shapes.

Hot-air balloons are also pretty. They are blooms of color in the sky. People like seeing the bright colors and fun designs. The balloons make kids and adults smile.



A balloon flies over a landscape.

Flight may take us farther and faster in years to come. But we flew hot-air balloons long before planes were invented. And we'll keep flying hot-air balloons for a long time yet.

Comprehension Check

Summarize

Reread "Hot-Air Balloons."
Use the Description Web.
Summarize.



Think About It

1. Who were the first riders in a hot-air balloon?
2. How were hot-air balloons used in war?
3. Why do people keep flying in hot-air balloons?



Write About It

Name reasons why people fly
hot-air balloons.



Skills and Strategies

Decoding

Read the words.

wood	books	could	stood
would	brook	tool	notebook
cookie	shoot	should	foot

Vocabulary

united	laws	basic
childhood	important	difficult

Comprehension

Cause and Effect A cause is why something happened. The effect is what happened. Use a Cause and Effect Chart to help you understand the selection.

Cause	→	Effect
	→	
	→	

Read

Find a cause and effect.



Laws for Children

The United States has laws to protect workers. Some laws are for basic needs, such as time to eat and rest. There are also laws that say kids must go to school and not work.

Children had jobs on farms picking crops all day, just like grown-ups. Some people said that was not right since childhood is important. So the government passed laws to make life better, or less difficult, for children.

Fill in the Cause and Effect Chart for "Laws for Children." Summarize.

Dolores Huerta: She Took a Stand

by Anna Cragg
illustrated by Robert Casilla

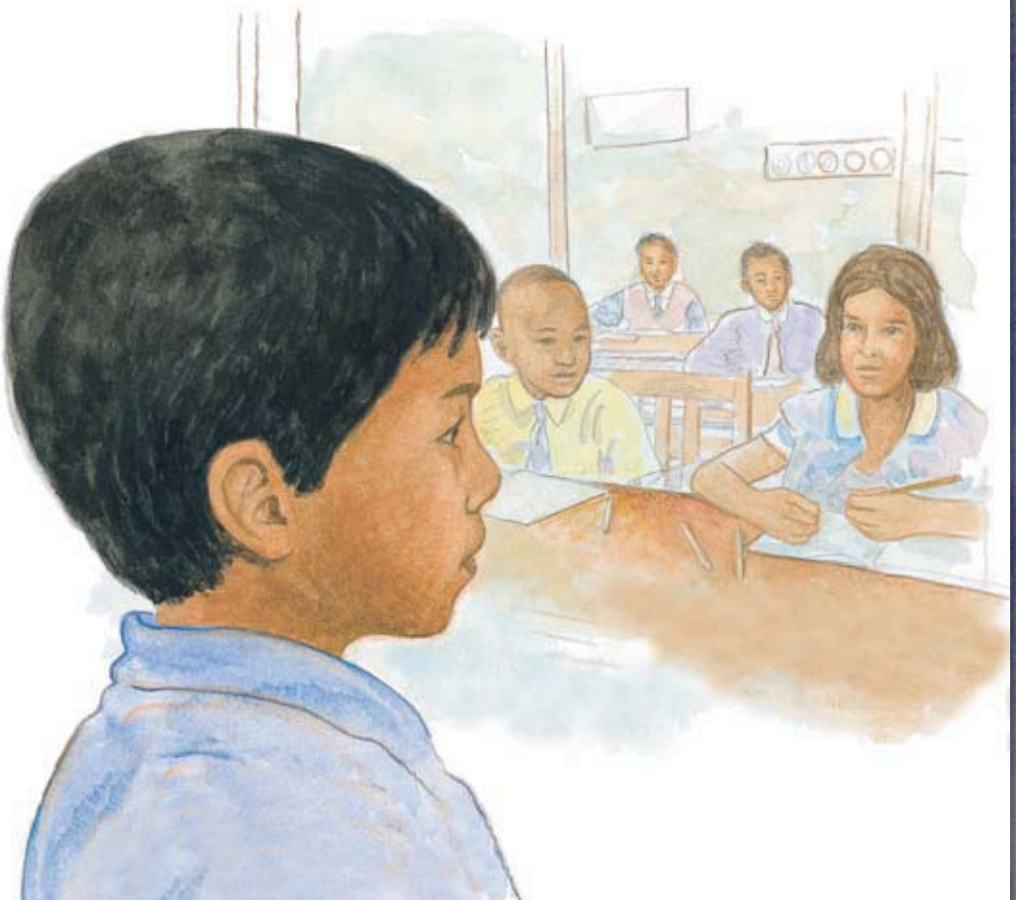


A Look at the Children

Dolores Huerta looked at her class. Some children looked sleepy and hungry. They had no shoes. They came to class barefoot.

Dolores sighed. These were the children of farmhands. Dolores knew **childhood** was hard for them. She knew why it was **difficult**.

Farmhands move a lot. They pick crops on farms. Then they go to jobs at the next farm. As a result, the children cannot stay in the same school.



Often the kids were behind in reading and math. They could not learn **basic** skills because they switched schools a lot.

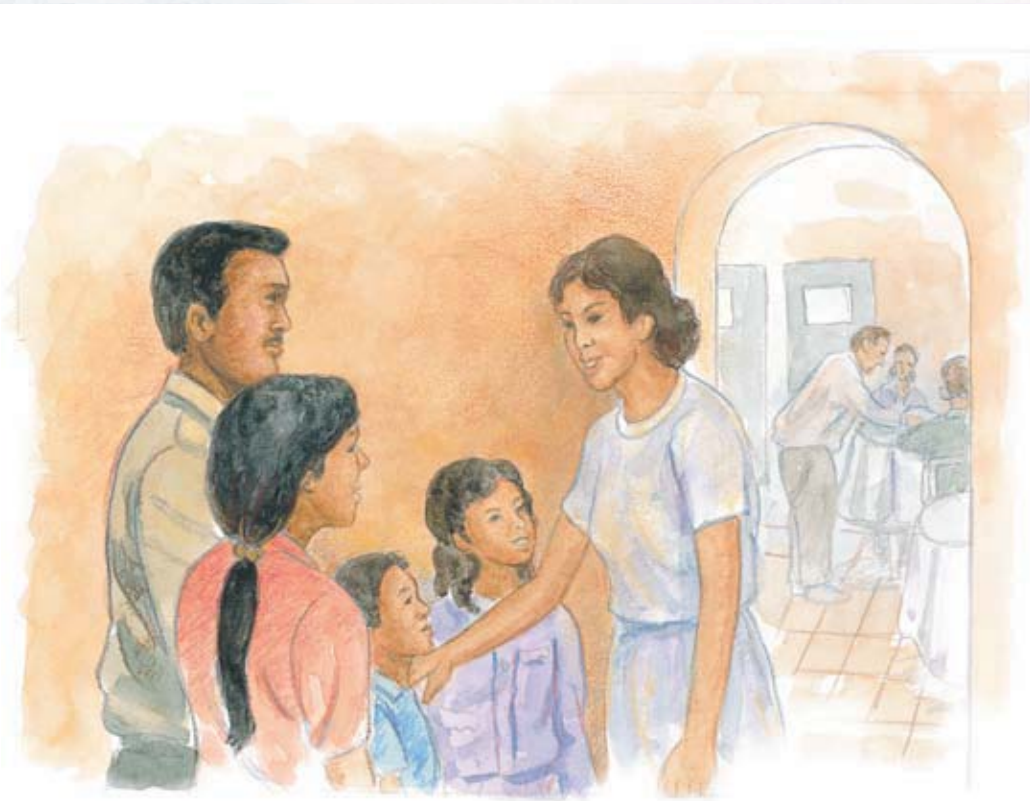
In one school the kids might sit in a third grade class. At the next school, the same kids might be placed in first grade.





Life as a Farmhand

In the 1950s, farmhands were not treated well. Pickers made less than a dollar a day. Bosses at big farms did not help the families if workers got hurt. Farmhands often slept in their cars or trucks.

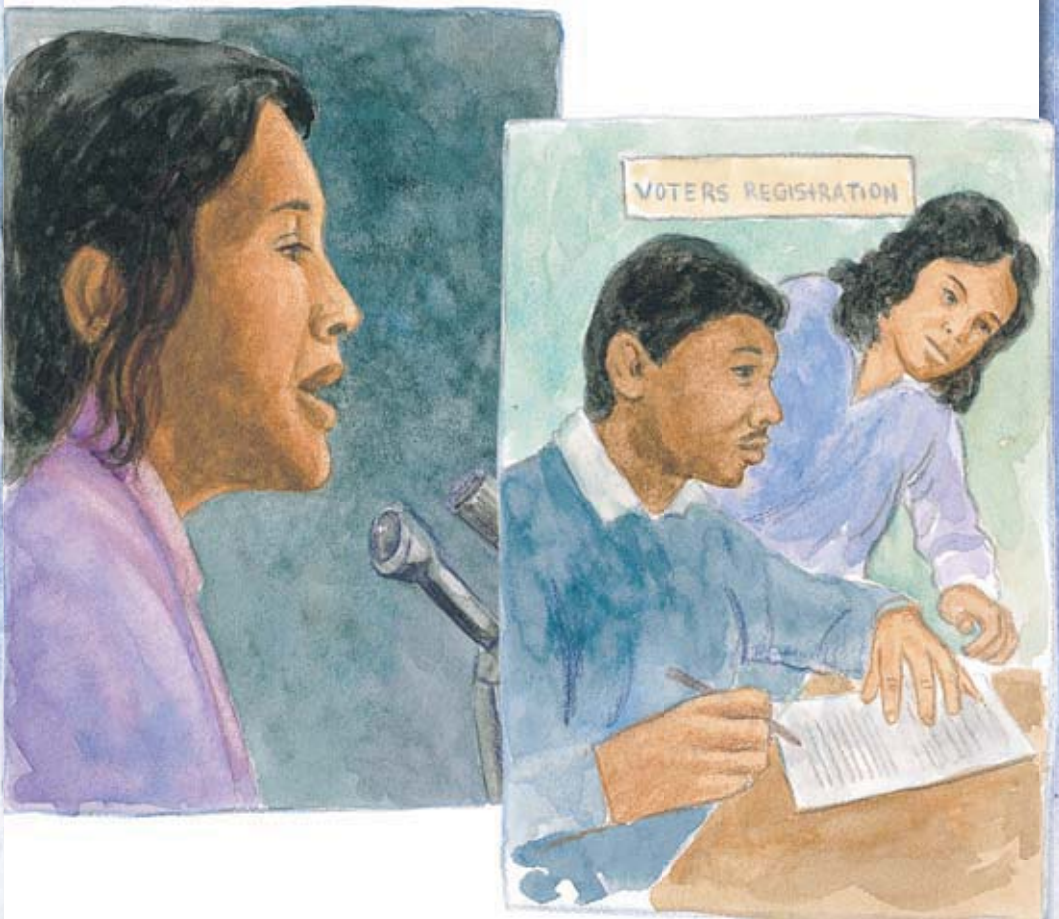


Dolores Huerta's mom ran an inn.
She let farmhands stay free at her inn.

Dolores liked her job as a teacher.
She could help children in her class.
Books and teaching were **important**.
But she felt that she had to help more
farmhands and their kids.

The United Farm Workers

In 1955, Dolores wanted to make the lives of farmhands better. As a result, she stood up for them. She made speeches. She demanded that states make good **laws** to help the farmhands. She helped them fill in papers so they could vote.



Dolores met a man named César Chávez. He also tried to help farmhands. Dolores and César asked farmhands to help them form a union named the **United** Farm Workers.

Dolores and César tried to make big farms treat farmhands better. They felt that farms must pay fair wages and make jobs safe.





Big grape farms still did not treat farmhands well. In 1965, the United Farm Workers decided to strike. A strike is when workers think something is unfair. They decide not to work until the problem is fixed.

Dolores helped stage a boycott on grapes. Because people did not buy grapes, sales dropped. Big farms lost lots of money.



At last the big grape farms agreed to give farmhands higher wages. Farmhands also got clean drinking water and rest time during the day.

Dolores came to the farmhands' aid. She helped make the strike against the big grape farms. She helped stage the boycott, so people would not eat grapes. Because Dolores helped them, farmhands began to have a better life.

Comprehension Check

Summarize

Reread "Dolores Huerta: She Took a Stand." Use the Cause and Effect Chart. Summarize.

Cause	→	Effect
	→	
	→	
	→	

Think About It

1. Why did some children come to school barefoot?
2. Why did the children of farmhands get behind in reading and math?
3. Why did farmhands begin to have a better life?



Write About It

Who would you like to help? Why?



Skills and Strategies

Decoding

Read the words.

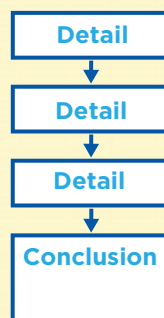
noise voice could boy
took destroy soil join
voyage moist foot choice

Vocabulary

disliked soil village
listened expert

Comprehension

Draw Conclusions Find details in the story to draw conclusions. A Conclusion Map helps you find details and draw a conclusion.



Read

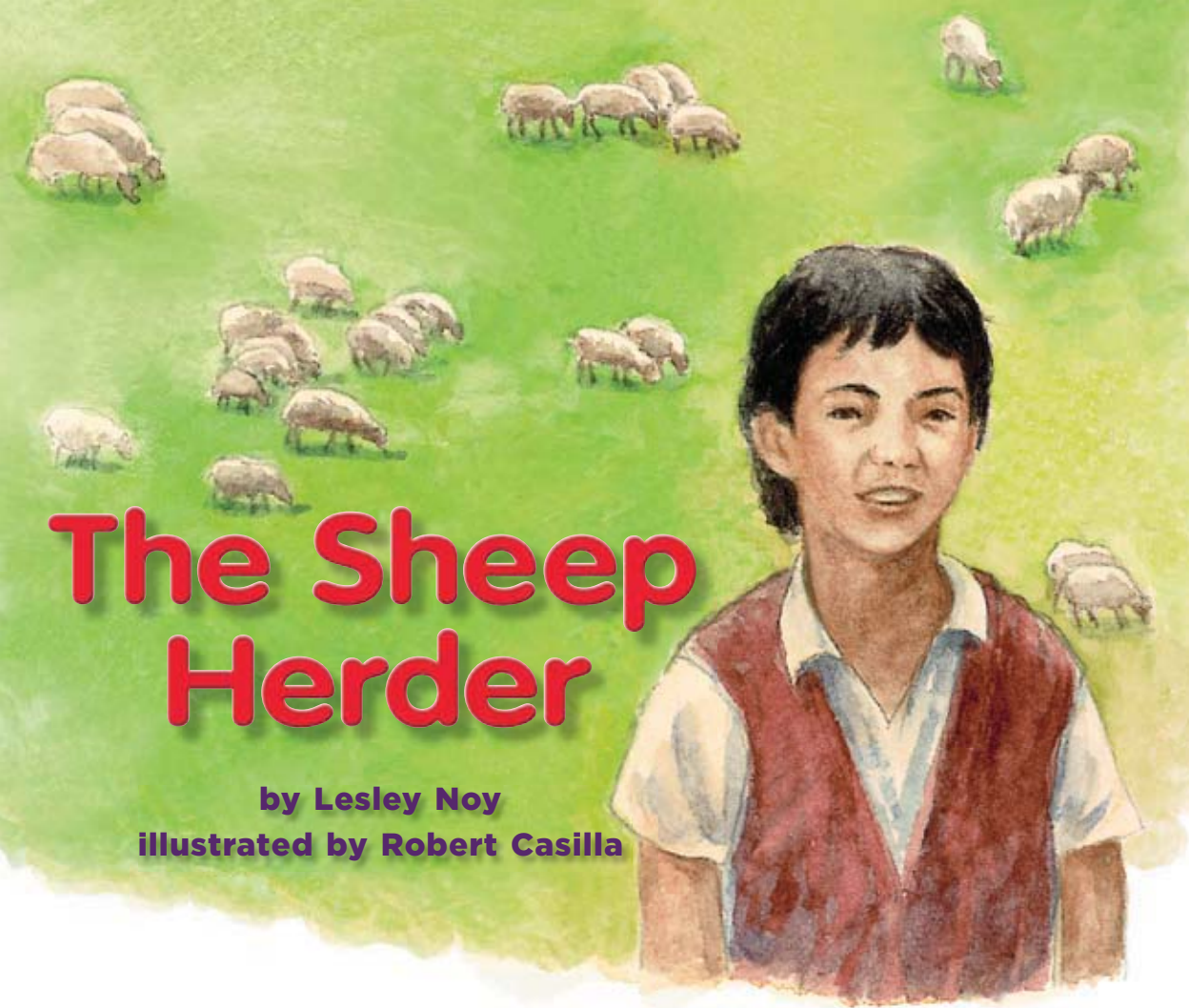
Draw a conclusion.

Annie's Visit

Annie had been excited to visit a village in a distant land. But when she came, she was surprised. She disliked the dusty streets and hot sun.

Then she took a stroll. She listened to kids singing. She looked at farmers digging in the soil. She watched expert weavers make rugs. A family waved at her. "We are happy you came!" Annie smiled and waved back. She liked it here after all.

Fill in the **Conclusions Map** for "Annie's Visit." Summarize.

An illustration of a young boy with dark hair, wearing a red vest over a light blue shirt, standing in a green field. Several sheep are scattered around him, some grazing and some standing. The background is a soft, painterly green field.

The Sheep Herder

by Lesley Noy
illustrated by Robert Casilla

A Boy Tends His Sheep

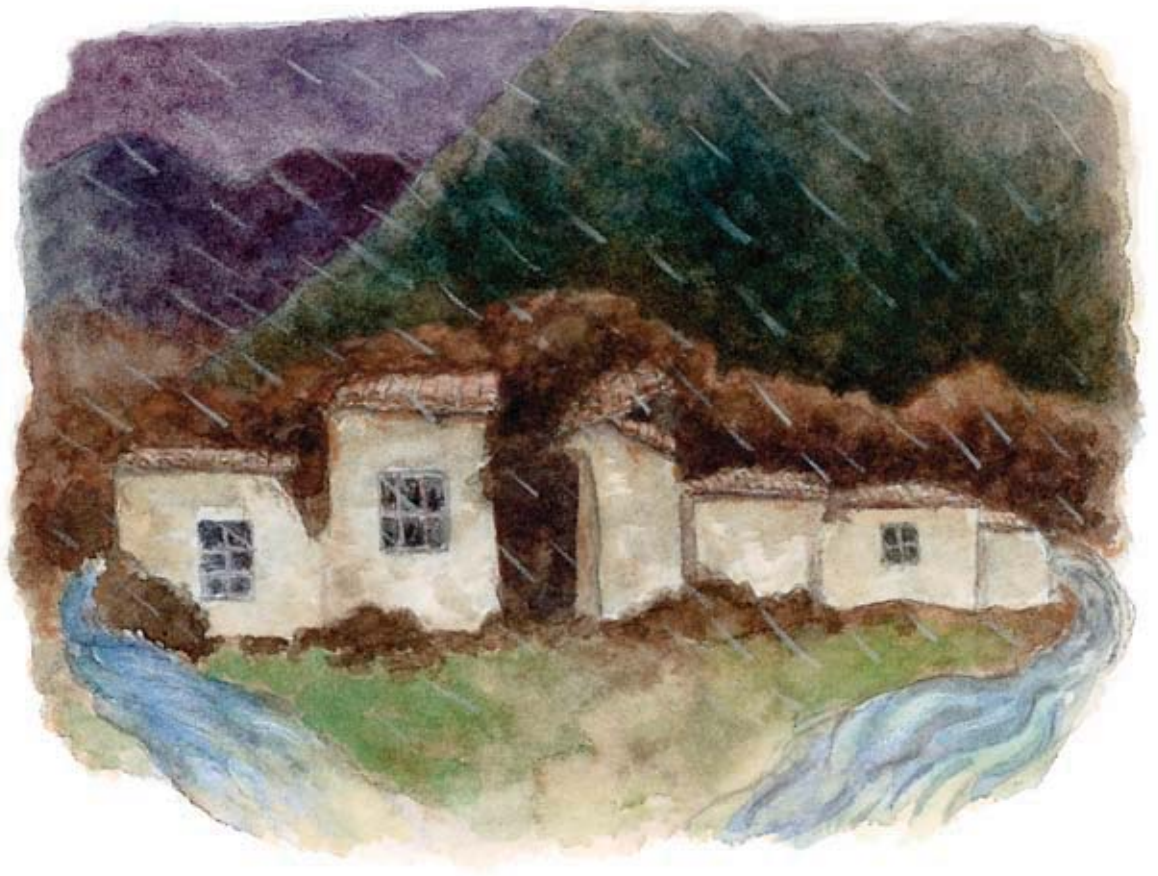
Oscar lived in a small village in Peru. He helped his mom and dad tend sheep after school.

Each day, Oscar took the sheep up on a hill to eat. As he tended sheep, he dreamed of doing good deeds.

At night Oscar enjoyed resting on a big blanket. He **listened** to the distant noise of the bleating sheep. He heard the voices of his family in the stillness of the night.

He liked to lie in bed thinking about the wonderful things he would do one day. Oscar dreamed of helping people. But no one in his village needed help. They were all happy. They had homes and food.

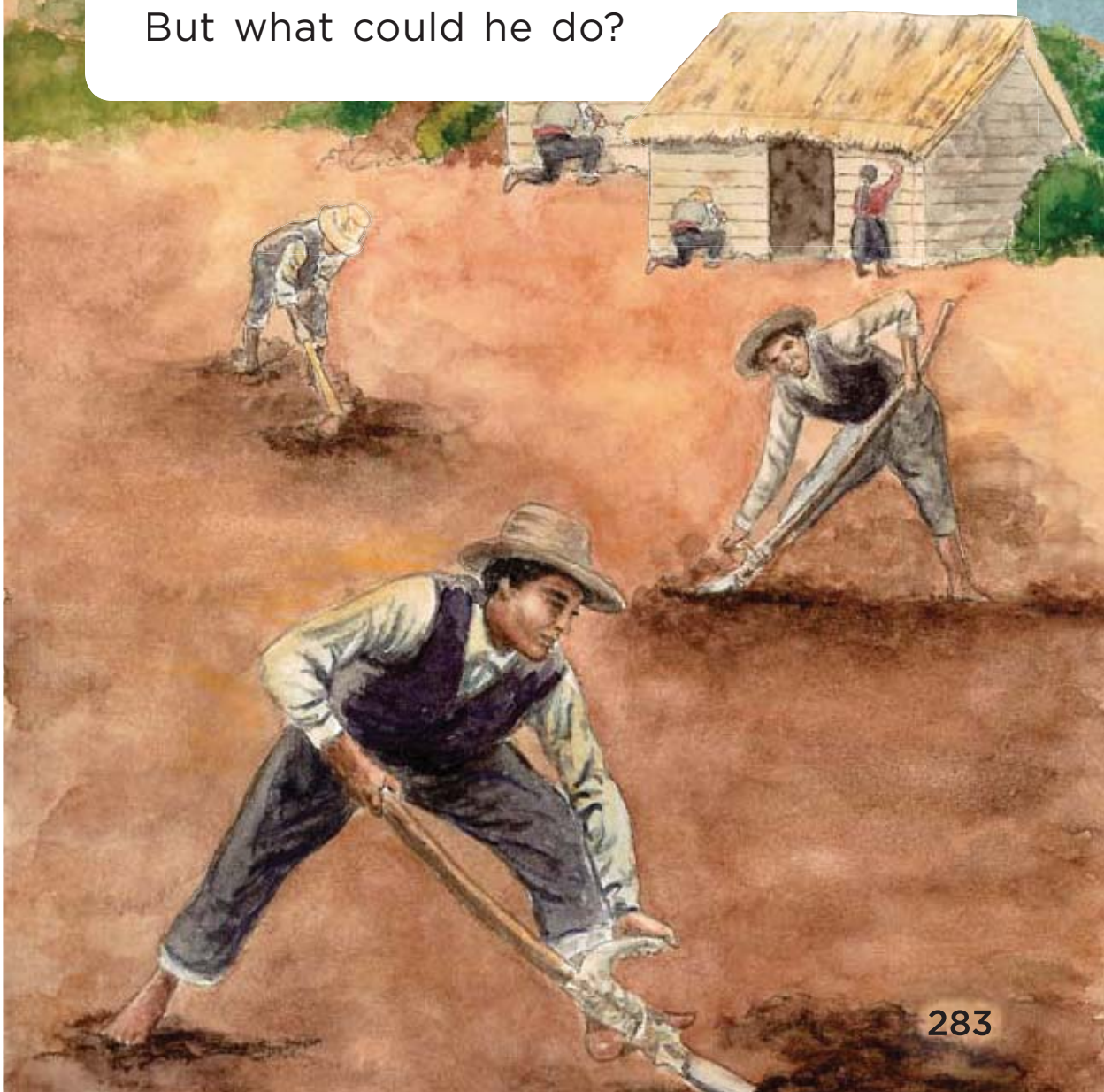




One night a huge rainstorm hit Oscar's little village. The river overflowed its banks. Then mud began to slide down the hillside. The mud slide was so heavy that it crushed a wall of his school.

The villagers **disliked** what they saw. The village was a big mess. The next day they joined in to help fix up the homes. They dug up the **soil** so fields could be replanted.

Oscar wanted to help them. But what could he do?





Oscar Has a Plan

That night at dinner, Mom said, “The children in the village need to return to school. We must fix it. But there is no cash to pay for supplies.”

Dad told Oscar that the school books were destroyed by mud.

Oscar told Mom and Dad that he would help. He would think of a way to rebuild the school.

The next day Oscar watched the **expert** weavers in his village. Their fingers danced on the loom to make colorful blankets. Then Oscar had an idea.

He sent small samples to his cousin, Carlos, in the United States. He asked Carlos to find a shop that might sell the blankets.



Then Oscar made a sketch of his village. He thought people would like to see where the blankets were made.

He drew the rolling hills behind his herd of sheep. He drew the sheep grazing by a stream.

He sent the sketch to his cousin.



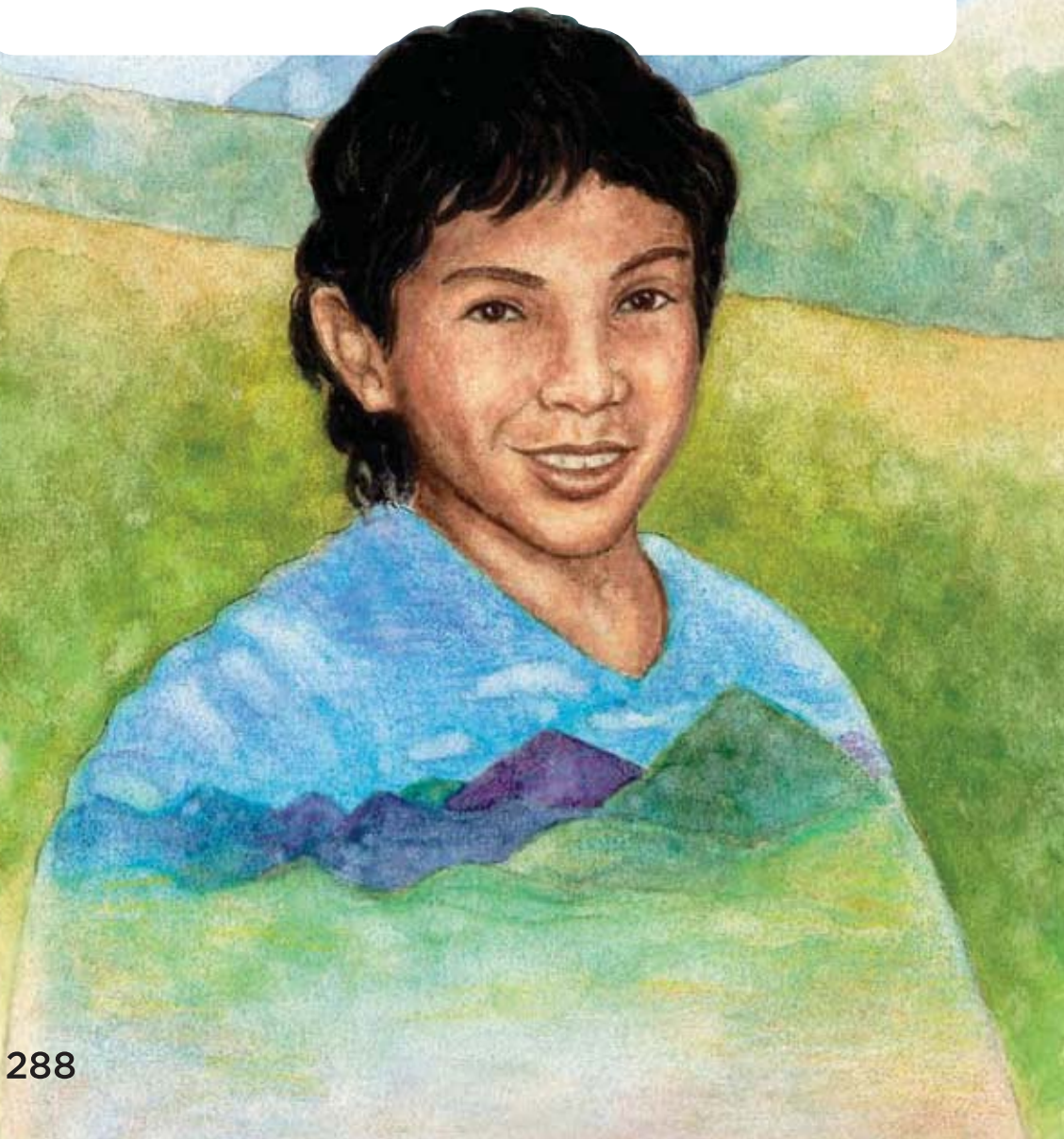


Carlos wrote back after three weeks. He had found a shop that wished to sell the blankets. The shop would hang Oscar's sketch behind the blankets.

Oscar proudly showed the letter to his dad. Then he wrote and thanked Carlos for his help and kindness.

The village was overjoyed. Thanks to Oscar's help, everyone would get cash for supplies. The school would be fixed. The books would be replaced.

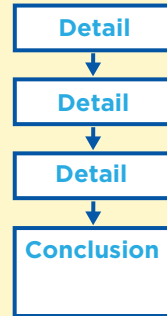
The village was saved, and Oscar's dream had come true!



Comprehension Check

Summarize

Reread "The Sheep Herder."
Look at the Conclusion Map.
Summarize.



Think About It

1. Where does Oscar live?
2. What problems did the storm cause for the school?
3. What was Oscar's idea? How did his idea help the village?



Write About It

Do you think it is important to help other people? Why?



Skills and Strategies

Decoding

Read the words.

town	enjoy	loud	sound
ground	down	spout	brown
frown	found	crown	coin

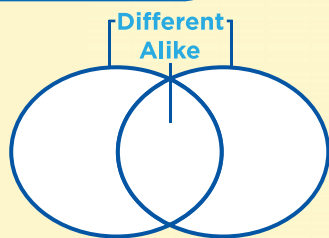
Vocabulary

build	habitat
control	able

Comprehension

Compare and Contrast

To compare is to find things that are alike. To contrast is to find differences. A Venn Diagram shows what is alike and what is different.



Read

Compare and contrast
beavers and raccons.

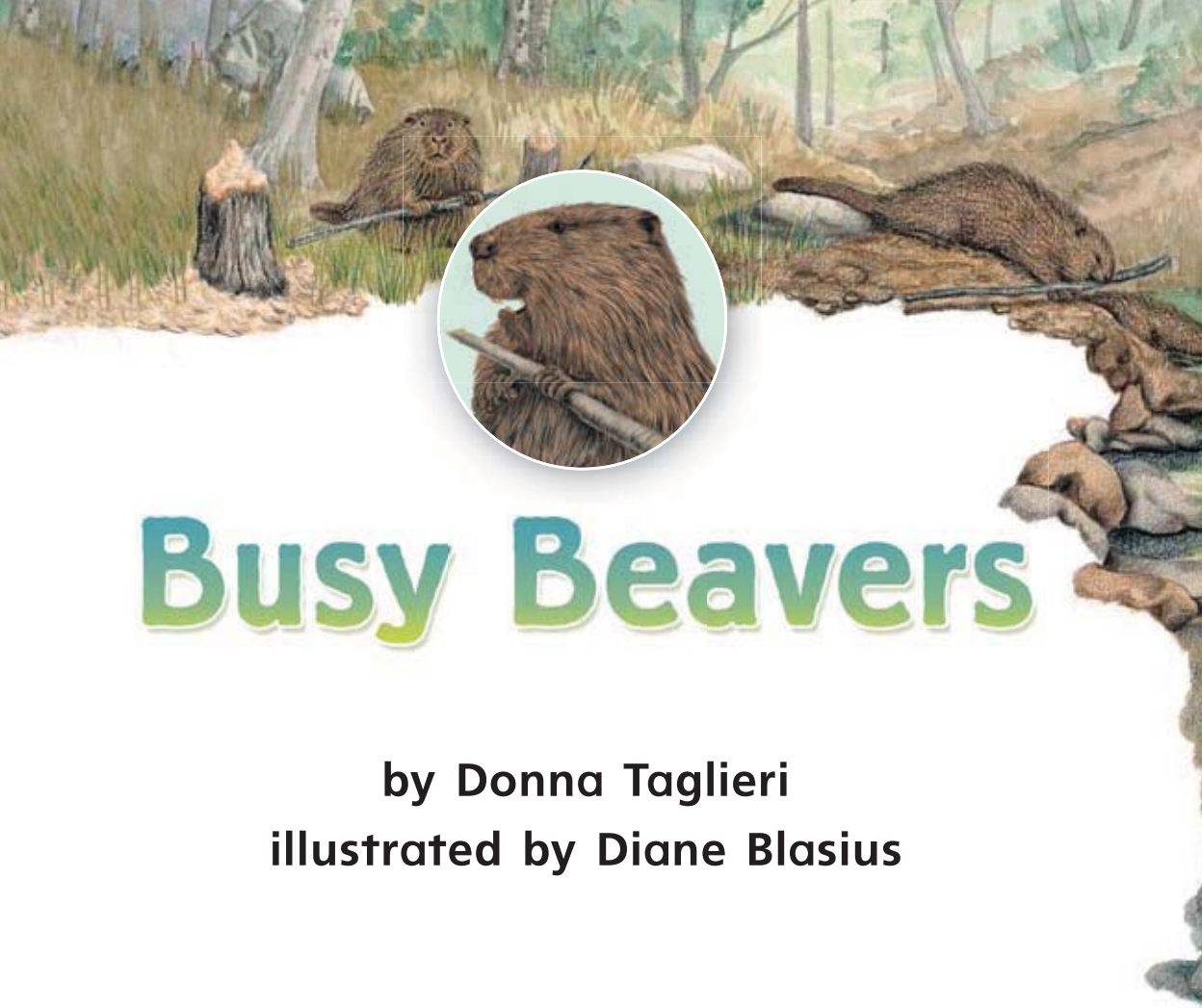


Beavers and Raccoons

Beavers and raccoons both have a woodland **habitat**. They both make homes by water and go out at night.

These animals are also different. Beavers are **able** to **control** water by making a dam in a stream. They **build** their home, or lodge, out of mud. They eat plants. Raccoons climb trees, make their homes in hollow trees, and eat plants and bugs.

Fill in the **Venn Diagram** for “Beavers and Raccoons.” Summarize.

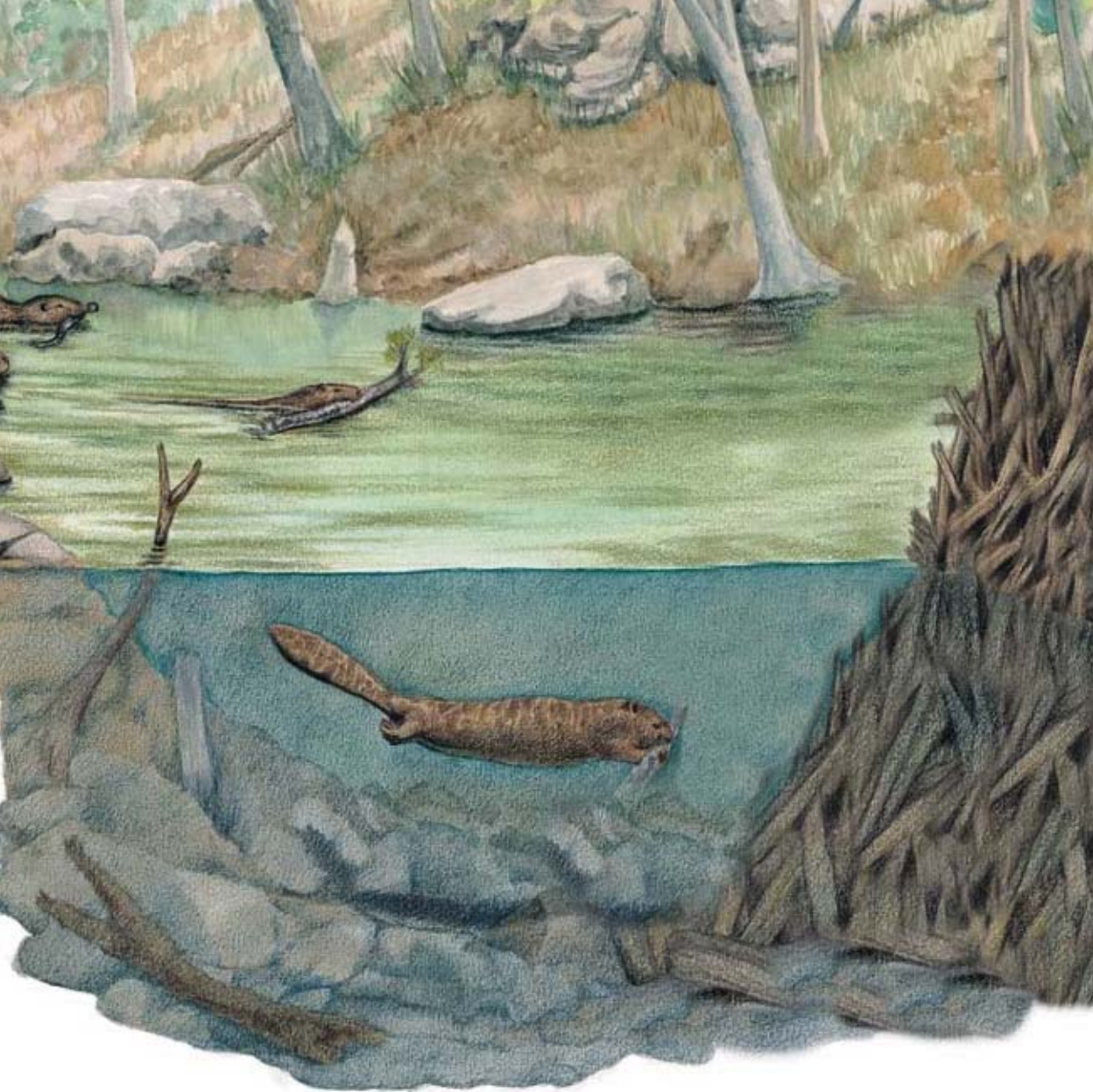


Busy Beavers

by Donna Taglieri
illustrated by Diane Blasius

Beavers live by streams and lakes in woody places. They eat tree bark and pond lilies and other plants.

A beaver has a wide, flat tail. On land, the beaver needs to stand on its hind legs. Its tail makes it **able** to stand while it eats branches or cuts trees with its sharp teeth.



Beavers spend a lot of time in the water. They use their tails to steer and to help them swim quickly. To warn of danger, a beaver slaps its tail on the water and makes a loud sound.



Beavers and Humans

Woodlands with streams are a beaver's **habitat**. Humans use woodlands, too. Some of these humans dislike beavers. They think beavers are pests that **build** dams in streams. Sometimes the dams cause floods and hurt the land.

Other humans think beavers are good for the land. When beavers build a dam, they make a wetland home where other plants and animals can live. This is good for the planet.

Humans can make problems for beavers. When people's trash gets in streams, beavers may put it in the dams they build.

This trash can be a danger to beavers. They can get hurt by rusty nails. They can choke on plastic bags. This is why humans must keep streams and lakes clean.





Dams and Lodges

Beavers can **control** water and make a pond. They do this by building a dam in the summer.

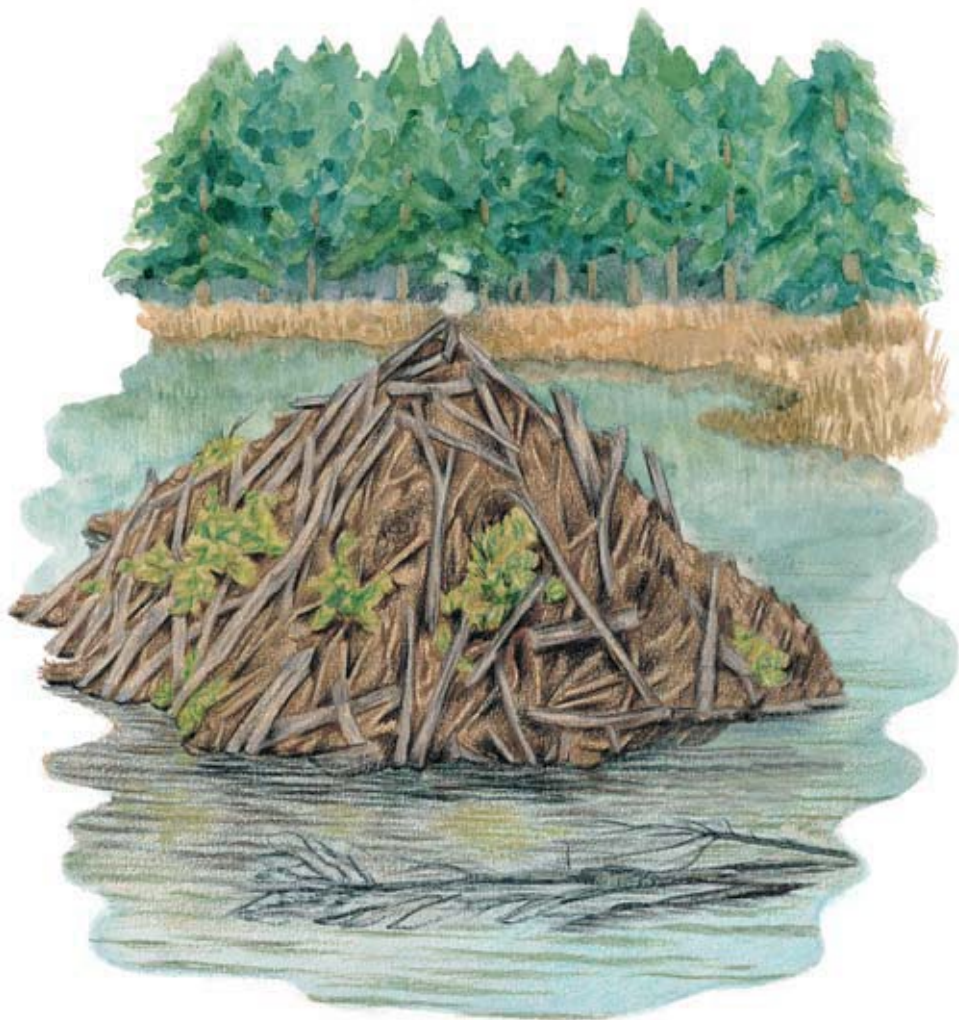
To make the dam, the beavers gather branches and sticks. Then they pack them with mud and leaves. This holds back water in a stream. When the stream stops, it pools and makes a deep pond.



Beavers are safe in a pond. A beaver is a good swimmer. In a pond, it stays away from bears and other animals that hunt it.

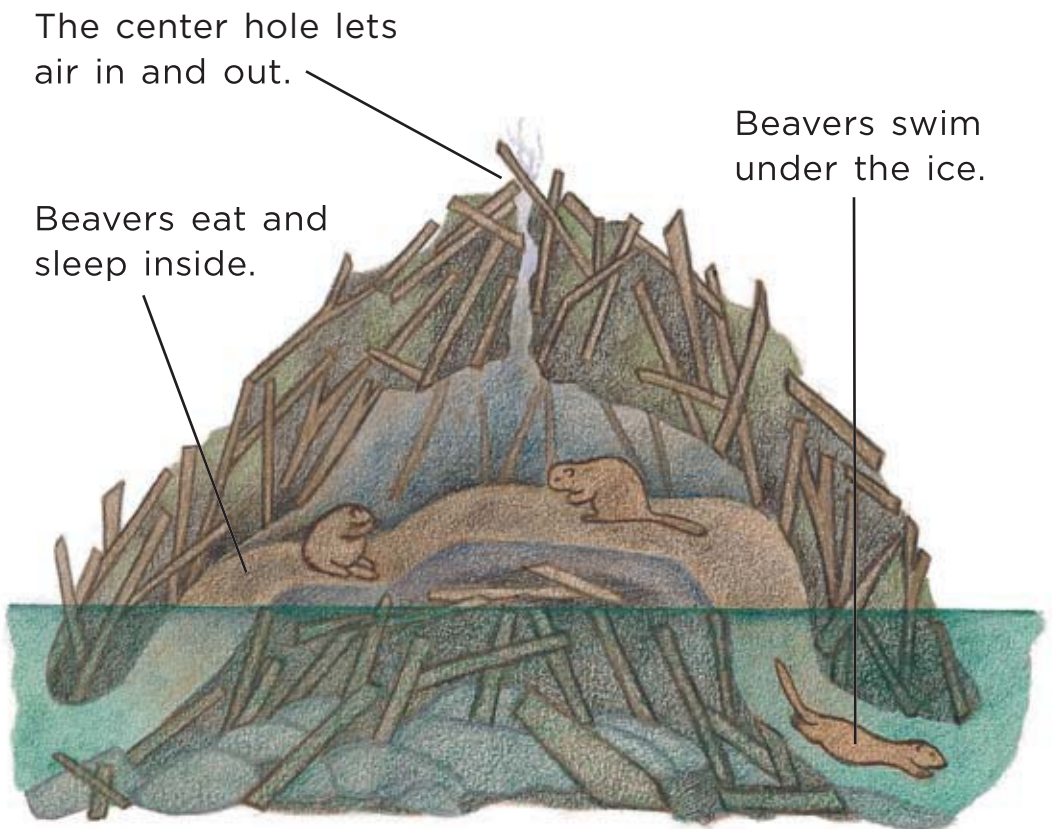
The new pond can be home for wetland animals. Frogs lay eggs, and birds make nests there. A thirsty moose might stop by and take a drink.

Besides making dams, beavers build lodges. Like a dam, a lodge is made with branches, sticks, leaves, and mud. But a lodge is different from a dam. A lodge is the beavers' house. A beaver makes its lodge at the end of summer. The lodge is the beaver's winter home.



A lodge is shaped like a rounded tent. It is on top of and under the water's surface. Beavers can go in and out under the ice.

Inside the lodge the beavers are warm and dry. They eat and sleep. The beavers stay safe. They spend the winter in the lodge.





When you are by a stream or lake, look for a beaver's dam. A beaver may be around.

Beavers can be shy. But you just might get lucky and see one.

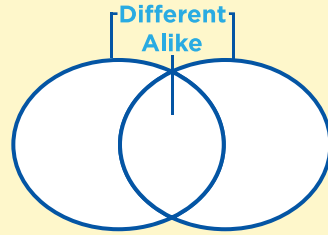
Comprehension Check

Summarize

Reread "Busy Beavers."

Look at the Venn

Diagram. Summarize.



Think About It

1. Where do beavers live?
2. How does a beaver's tail help it in the water?
3. How are dams and lodges alike?
How are they different?



Write About It

How can a dam change a stream?



Skills and Strategies

Decoding

Read the words.

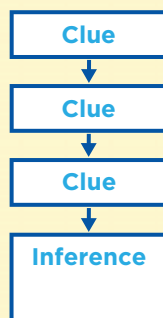
fault	small	cause	crawl
jigsaw	install	straw	faucet
hallway	dawn	house	clown

Vocabulary

change	thoughtful	laundry
system	recalled	

Comprehension

Make Inferences Make inferences to figure out what the author did not state in the story. An Inference Map can help you find clues in the story.



Read

Find clues in the story to make inferences.

A Gift for Mom

"I don't have any **change** to get Mom a gift," sniffed Joe. He was about to cry.

"Well, Mom likes a clean house," his sister Rose **recalled**. "Let's make a **system**." She began to fold **laundry**. "You sweep and dust."

When Mom came in, Rose and Joe yelled, "Happy birthday!" Mom smiled, "You are so **thoughtful**!"

Fill in an **Inference Map** for "A Gift for Mom." Summarize.

Talking to Mrs. Dawson

by Carrie Dillon

illustrated by Kevin McGovern



Helping Out

Walt and Wendy lived with their mom in a big city. They lived in a tall building.

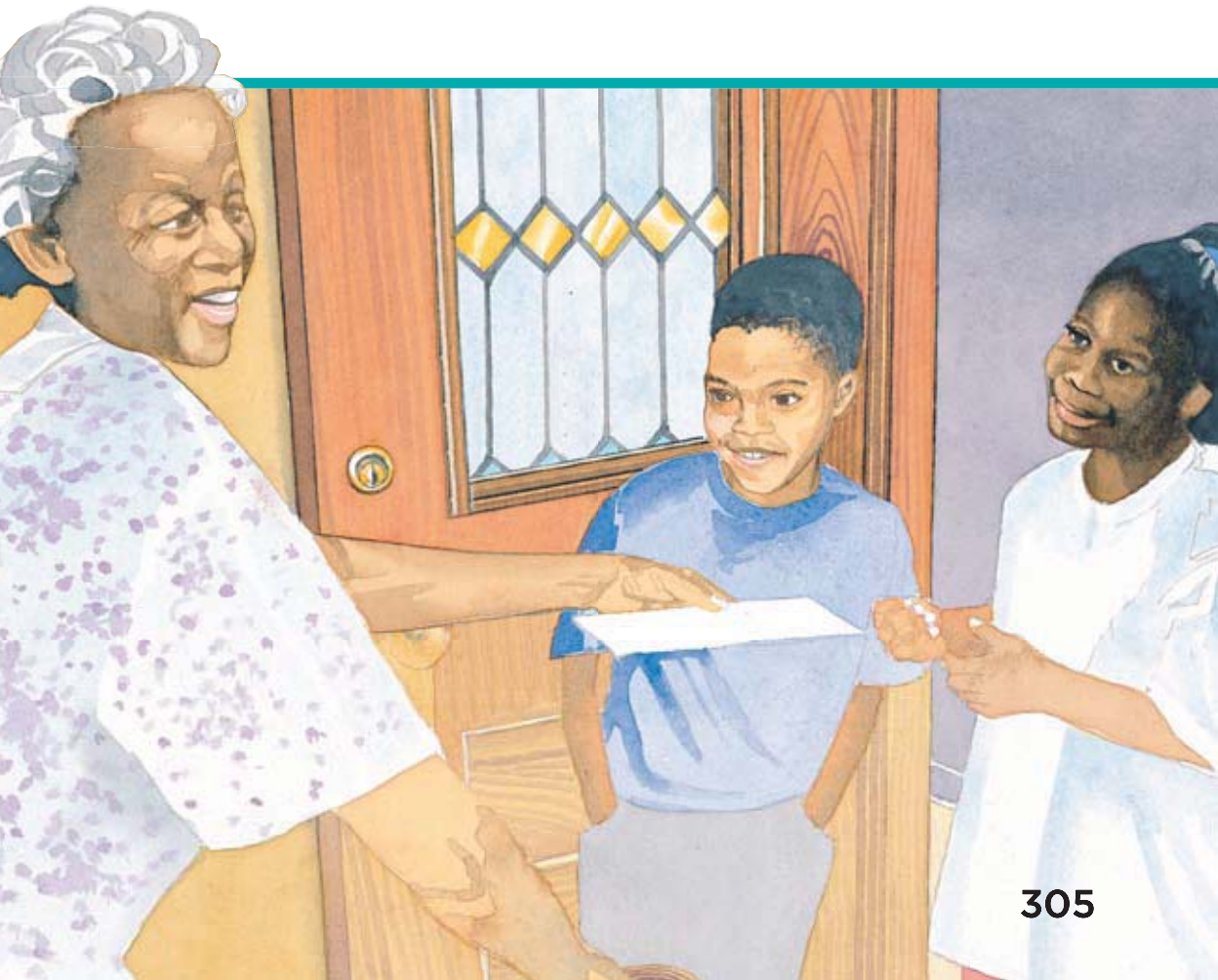
Mrs. Dawson lived upstairs. One summer day she saw them in the hallway. She called out to them.

“My knees hurt a lot today. I can’t walk to the store. Would you go and pick up a few things for me?”

“Yes,” said Wendy. “We were just going to the store with Mom.”

Mrs. Dawson handed Walt a list and money.

“We will be back soon,” said Walt.





Mom was waiting for them. Walt and Wendy told her about Mrs. Dawson.

“She is a nice lady,” added Mom. “When I was small, she would make rice and beans for us. It was hard for my mom to cook after a long day. My mom always thanked her for her kind deeds.”

“Now we can do a kind deed for her!” exclaimed Walt.

Mom helped the kids find the food on Mrs. Dawson's list. Shopping for Mrs. Dawson was fun!

Walt paid for Mrs. Dawson's food with money she had given him. He got a few coins back as **change**.



Walt and Wendy took bags up to Mrs. Dawson's place.

"Thank you," she said. "You may keep the change."

"We wanted to help. We didn't expect to get paid," explained Wendy.

"That's very thoughtful," said Mrs. Dawson. "You have been very kind. I know a lot more folks who can use your help."





Helping Others

Soon Walt and Wendy were helping many people. Mr. Boil was not able to go shopping. Miss Miller asked them to take her **laundry** to be washed and dried.

Miss Sharp had a bad sore throat and lost her voice. She was unable to speak on the phone. She asked Wendy to call a plumber to fix a leaky pipe.

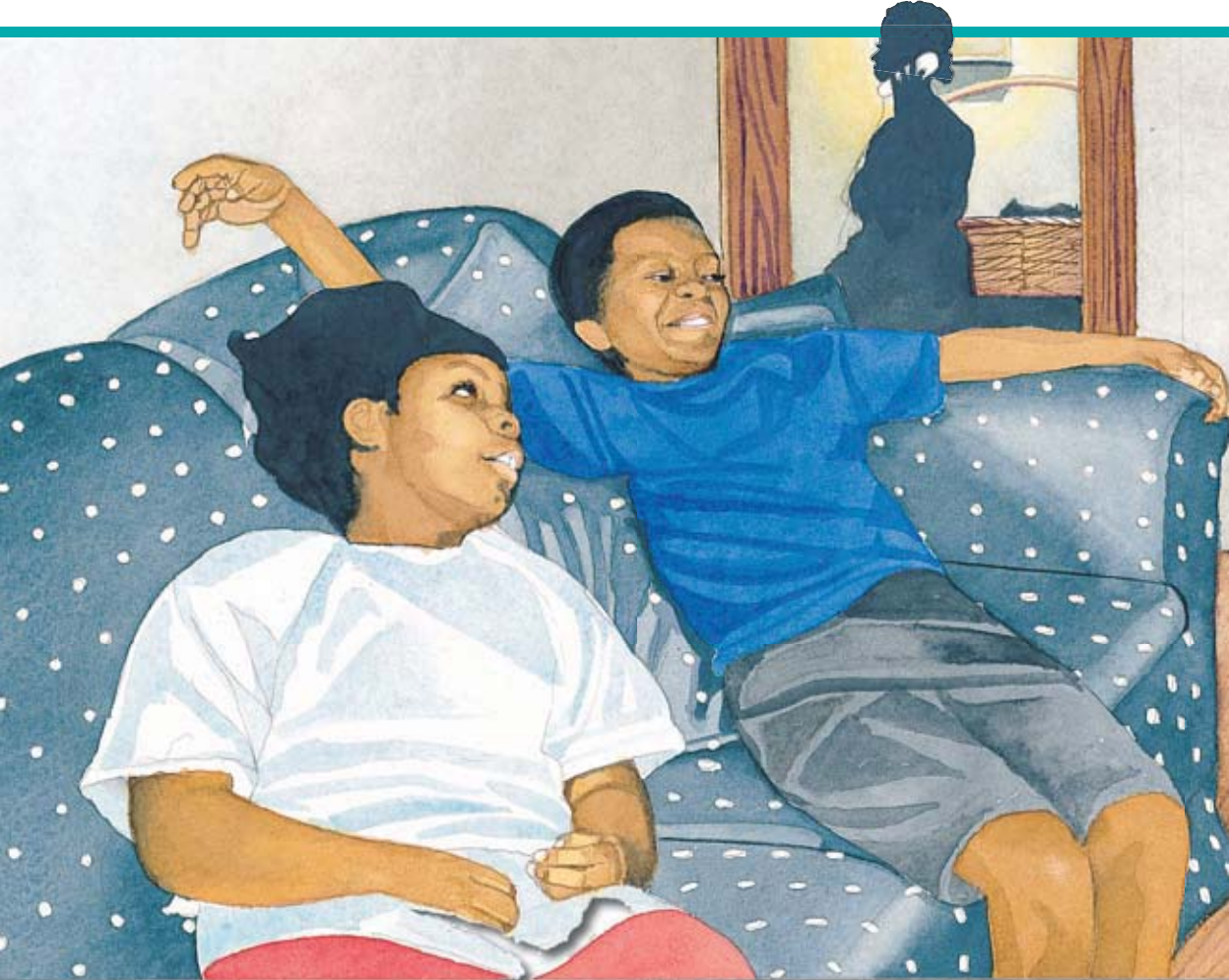


Wendy and Walt were busy. Each day they helped people on their street. It felt good to do a fine job.

They set up a **system** for running to the store. Walt kept the shopping lists. Wendy kept track of the change.

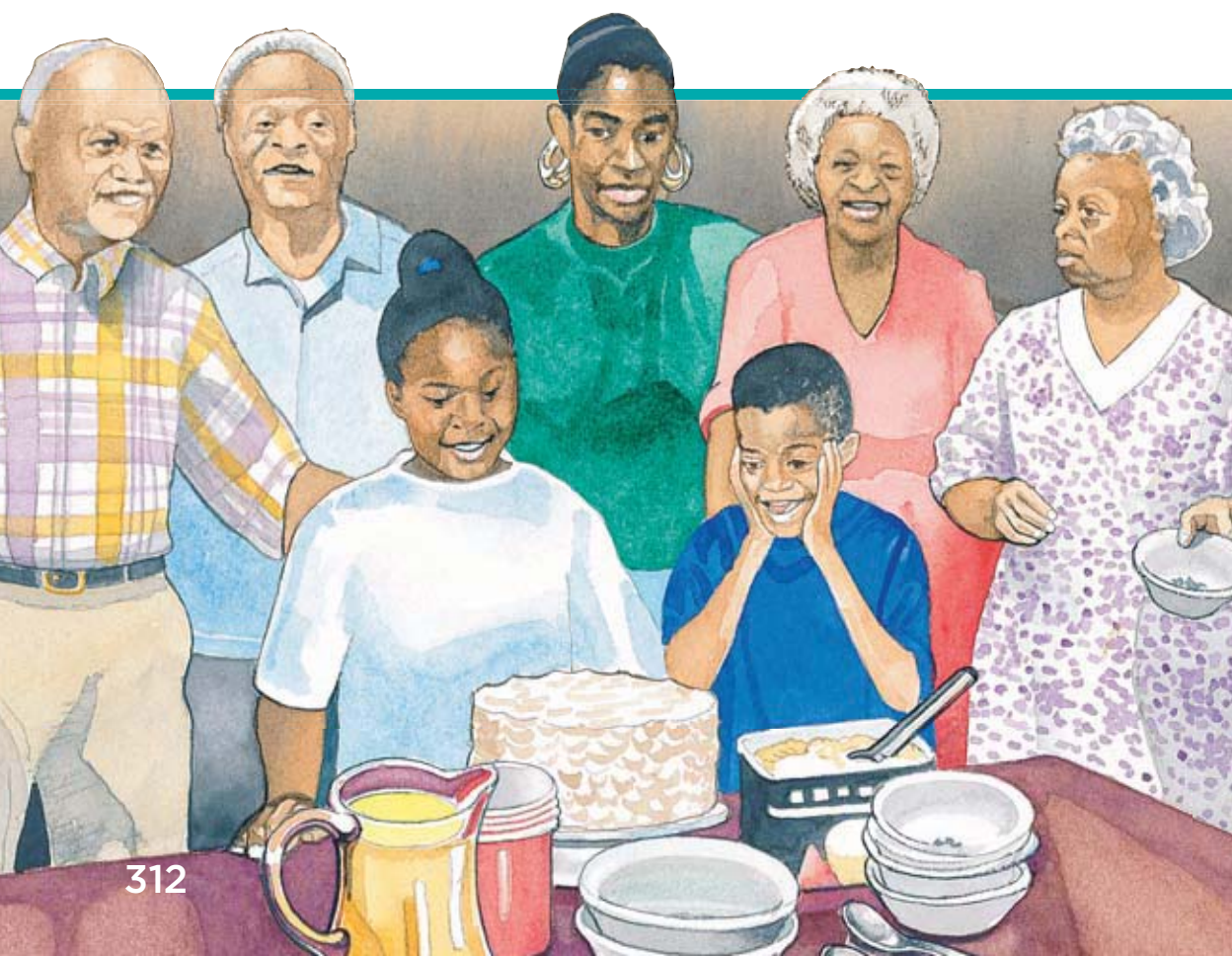
One night, Walt and Wendy were resting after working all afternoon. Walt kept yawning. Wendy was almost sleeping. Then the phone rang and Mom picked it up.

“Mrs. Dawson asked us to go upstairs. It sounds important,” said Mom.



Everyone the children had helped was there. Cake, ice cream, and punch were on the table.

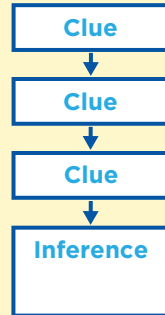
“This is just like when I was small,” recalled Mom. She smiled as she remembered her childhood. “But this time Mrs. Dawson’s treats are for my thoughtful kids!”



Comprehension Check

Summarize

Reread "Talking to Mrs. Dawson." Look at the Inference Map. Summarize.



Think About It

1. Where do Wendy and Walt live?
2. What was Wendy and Walt's system for running to the store?
3. Why did Mrs. Dawson ask Wendy, Walt, and Mom to come upstairs one night?



Write About It

How could you help out older people in your community? Explain.



Skills and Strategies

Decoding

Read the words.

scratch	splash	splinter	throat
chimp	scrub	thrill	sprinkle
graph	sprawl	sprain	launch

Vocabulary

couple	certain	attention
prowling	bother	yesterday

Comprehension

Summarize To summarize, tell the most important parts of a story. A Story Map can help you summarize a story.

Character

Setting

Beginning



Middle



End

Read

What are the events in the story?

Dan Helps Out

Dan Duck felt bad. His pal Fay Frog got a lot of **attention**. Fay was a singer. **Yesterday**, Fay sang and all the animals at the pond cheered.

Dan walked by himself. Then he saw a **couple** of dogs **prowling** around. Dan was **certain** they would **bother** the animals at the pond.

Dan quacked loudly and flapped his wings. The dogs ran. All the animals cheered for Dan. Dan felt good.

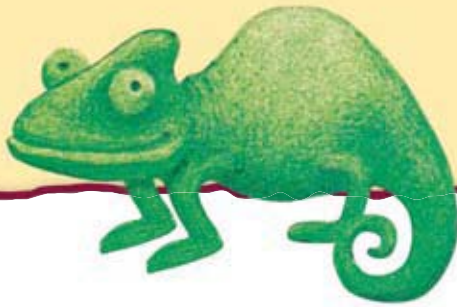
Fill out a **Story Map** for "Dan Helps Out." Summarize.



Howie Helps Out

by David Brent

illustrated by James Williamson

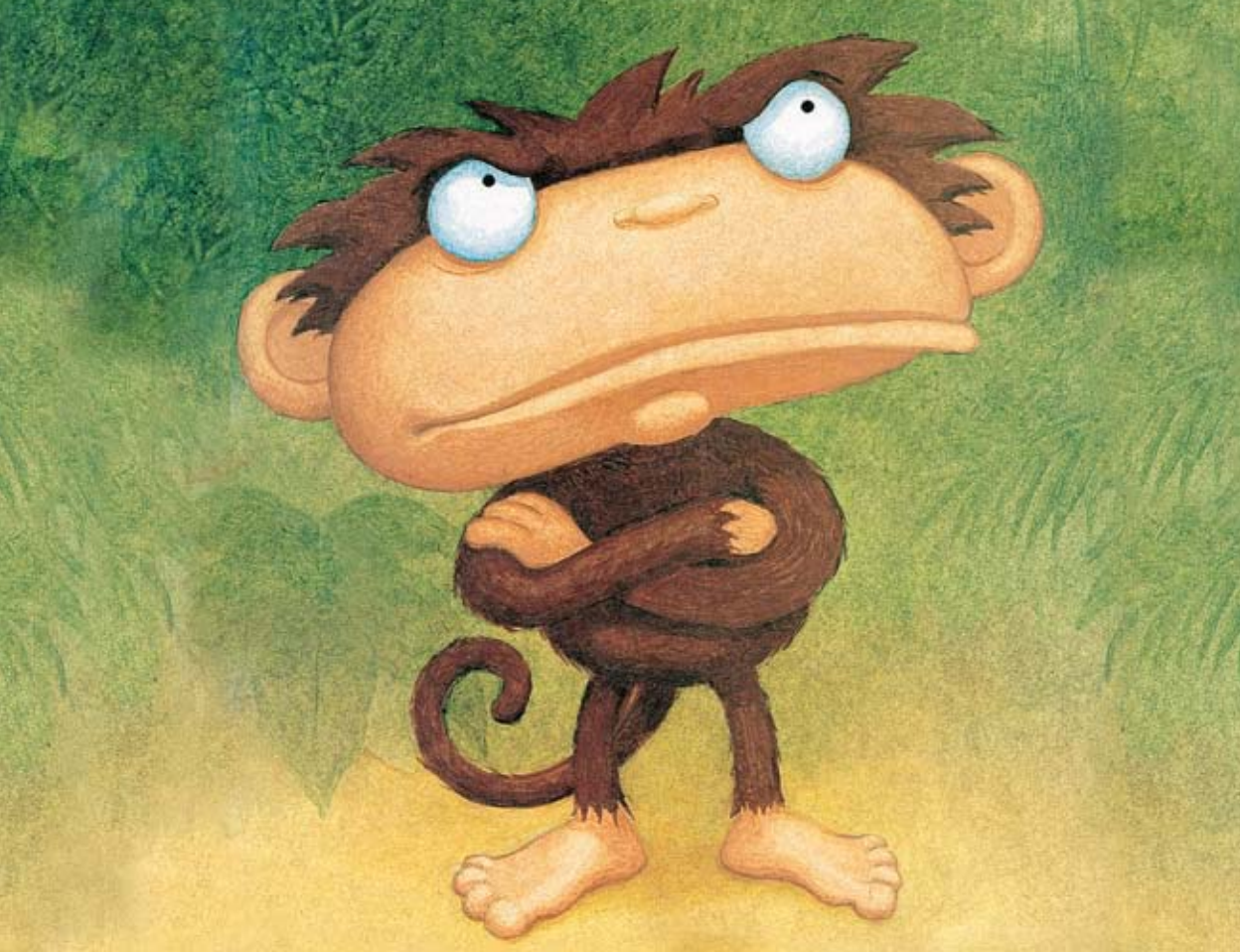


A Party for Gus

It was a splendid day. The animals were throwing a party for Gus Lizard. Gus was known for his thoughtful deeds.

Everyone was glad, except Howie Chimp. He was unhappy and wore a big frown on his face. Why did Gus get all the attention?





Howie liked to clown around and tease other animals. Howie did not know Gus, but he felt **certain** Gus would not like his pranks or his teasing. And he knew he would not like Gus.

“That Gus is too nice. I wish I could make everyone dislike him. I know! I will say he took my lunch. Then the animals are bound to distrust him.”

Howie went to talk with Tillie Toad.
“I know she can tell everyone what a bad pal Gus is,” thought Howie.

“Hi Tillie,” Howie shouted. “Gus took my lunch **yesterday**.”

“Don’t be silly,” replied Tillie. “I had lunch with Gus right here. We ate flies on this rock. Now leave.”



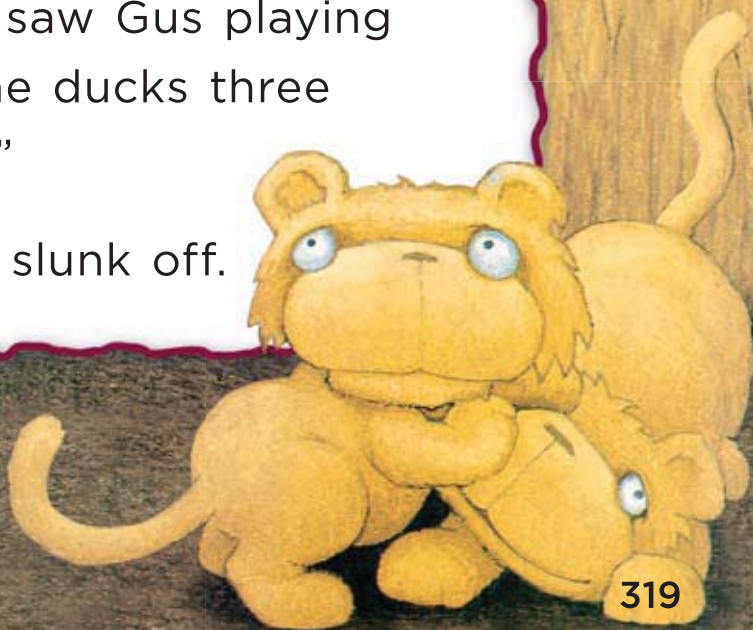
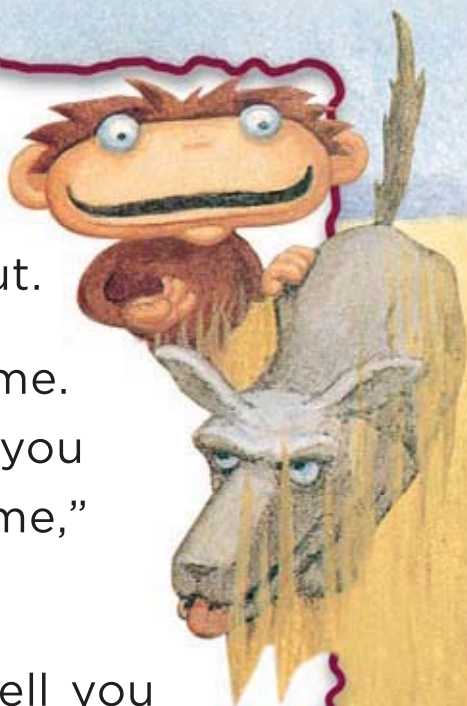
Howie went to Jack Jackal as he was **prowling** about.

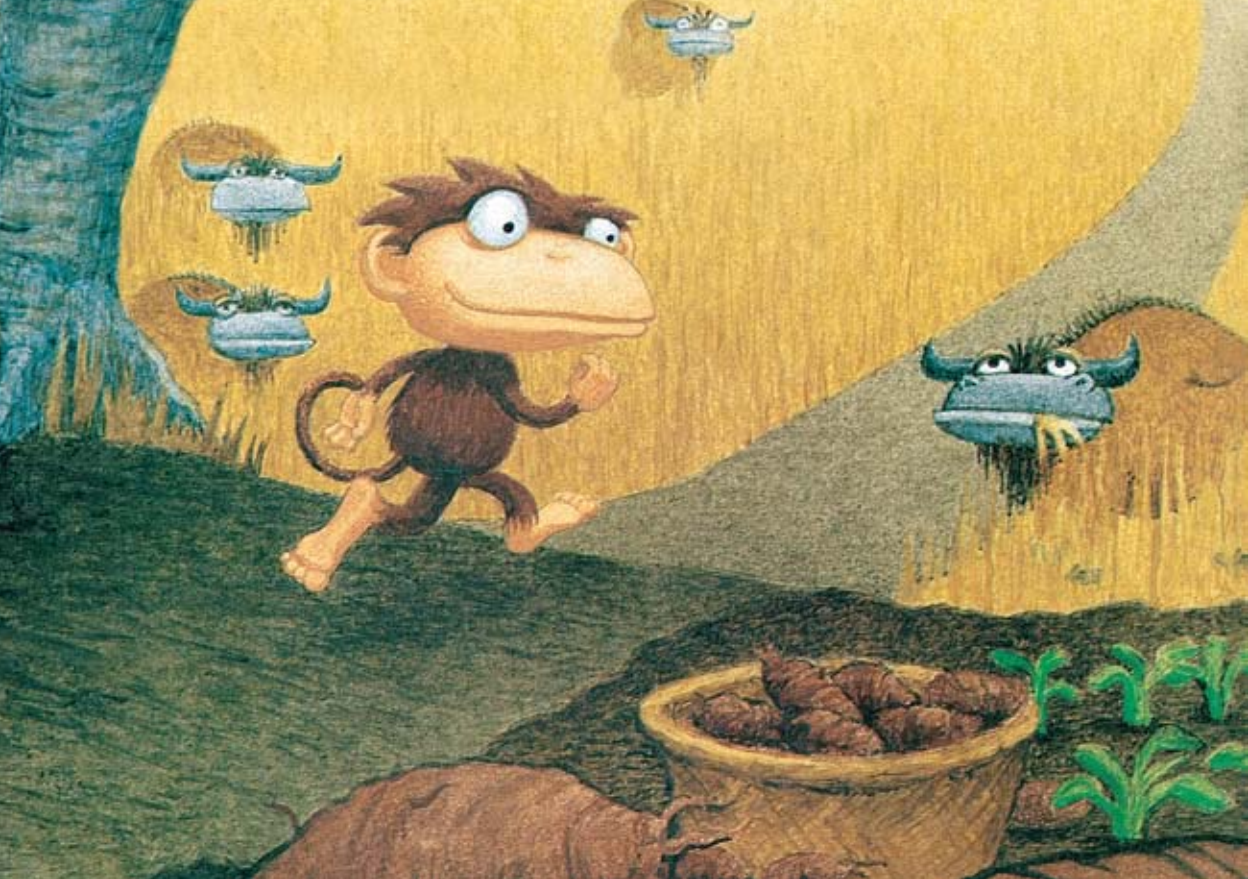
“Don’t **bother** me. I can’t prowl with you bouncing around me,” growled Jack.

“I’m trying to tell you that Gus is a bad lizard. He makes the ducks’ babies cry.”

A **couple** of lion cubs were listening. “That’s not right! We saw Gus playing with all the ducks three days ago.”

Howie slunk off.





Howie tried to make the buffalo think that Gus had taken their yams. He put the yams in a basket high on a hill. Then he ran down to the buffalo.

“I saw Gus take all your yams!”
Howie called out.

“We just saw you put them in a basket up there! We’re going to tell the king,” they cried.

Howie Meets Gus

Everyone gathered to discuss Howie's fibs. King Stripes sat on his throne.

"Why are you trying to hurt Gus?" he asked Howie.

"I just can't see why everybody likes him so much," Howie whined.

"Then you must meet him and find out."

"All right," sighed Howie.





“Hey Gus!” Howie shouted as he swung on a vine. “Can we talk?”

“First let me help these ants,” said Gus.

“Why does he help everyone?” Howie asked Holly Hippo.

“Just ask him,” said Holly as she sank into the pond.

Then Gus screamed, “Help!” Howie swung into action.

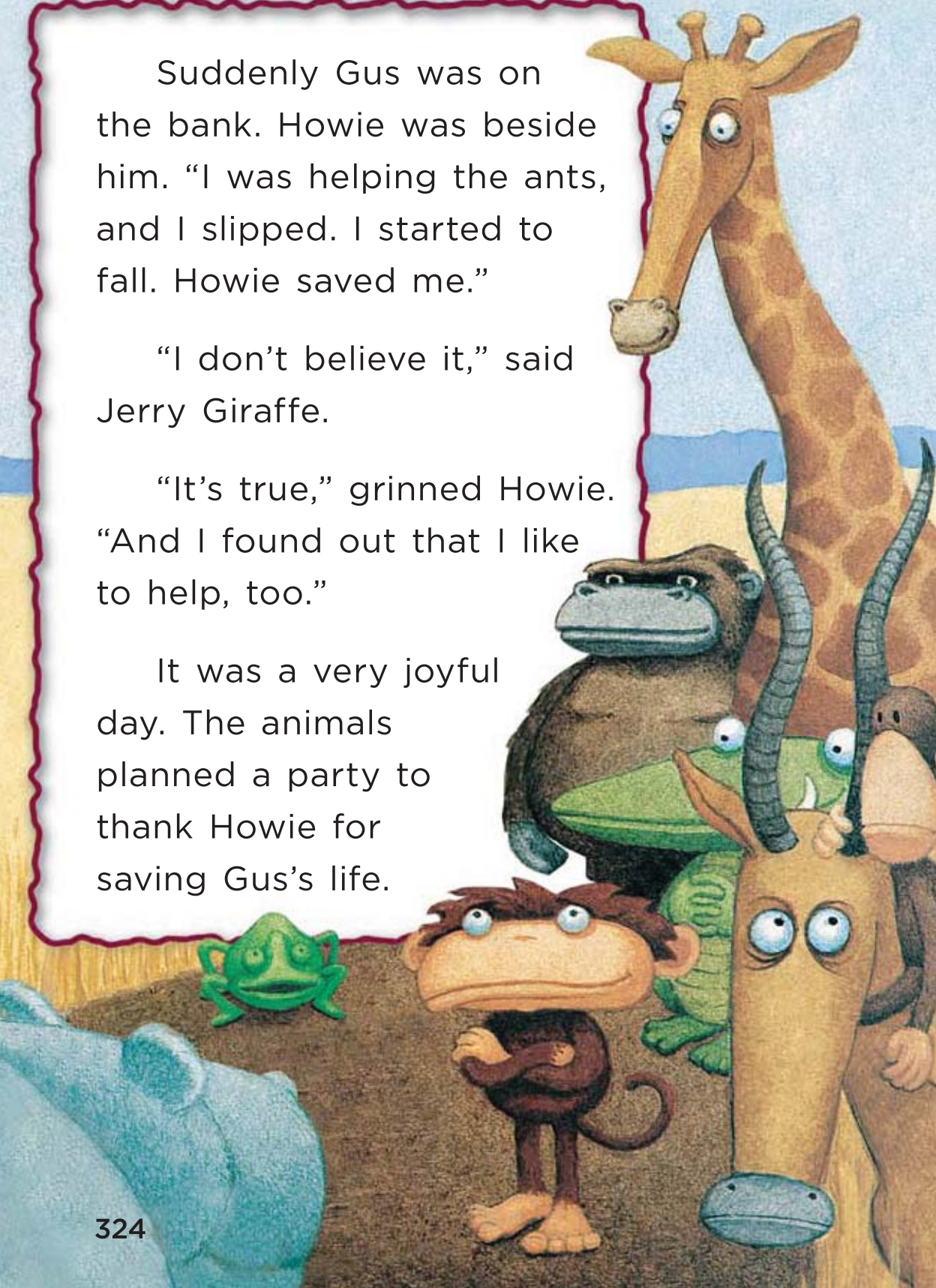


Suddenly Gus was on the bank. Howie was beside him. "I was helping the ants, and I slipped. I started to fall. Howie saved me."

"I don't believe it," said Jerry Giraffe.

"It's true," grinned Howie. "And I found out that I like to help, too."

It was a very joyful day. The animals planned a party to thank Howie for saving Gus's life.



Comprehension Check

Summarize

Reread "Howie Helps Out."

Use the Story Map.

Summarize the story.

Character

Setting

Beginning



Middle



End

Think About It

1. At the beginning, what does Howie like to do?
2. Name three animals that Howie talks to about Gus.
3. How does Howie feel about Gus at the story's end? Why?



Write About It

Tell about a time when you helped a pal.



Skills and Strategies

Decoding

Read the words.

brave	spray	right	late
thrive	chain	milder	daylight
frighten	spy	untie	surprise

Vocabulary

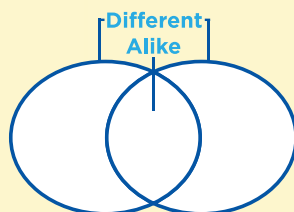
astronaut	boarded	languages
exercise	scientist	

Comprehension

Compare and Contrast

To compare is to find things that are alike.

To contrast is to find things that are different. A Venn Diagram shows what is alike and what is different.



Read

Compare and contrast Faith and Kate.

Two Dreams

Faith and Kate **boarded** the bus to go to a soccer game. They talked happily about their dreams.

"I'd like to be a **scientist**, maybe an **astronaut**," said Faith.

"I'm good at **languages**. I'd like to visit different cities around the world," Kate replied.

"And we both like sports," Faith recalled. "Let's plan to **exercise** no matter where we are!"

Fill in a **Venn Diagram** for "Two Dreams." Summarize.





Mae's Dreams

by Cassidy Blackfoot



Mae Jemison has always
reached for the stars.

When Mae was a little girl, she took dance classes. A lot of her pals liked to dance and hoped to be dancers when they grew up. Mae liked to dance, too. But she did not have the same dream as the other kids. Mae wanted to be a scientist.



A Dream of Space

In the 1960s, few women had jobs as scientists. But Mae did not let that bother her. She always planned to go to space. She knew that someday she would be an astronaut.

But that wasn't her only dream. Mae wanted to know a lot of different things. And being helpful to others was important to her, as well.

Mae studied science in college. She also studied languages and African history.

Mae decided to be a doctor. After she got her degree, she joined the Peace Corps. With the Peace Corps, she treated sick people in Africa. She helped them stay well.

Time Line	
1956	Mae is born in Alabama.
1959	Her family makes a home in Chicago.
1973	She attends Stanford University on scholarship.
1982	She completes college and joins the Peace Corps.
1987	Mae enters NASA’s astronaut training program.
1992	She flies into space on September 12 on the space shuttle.



Mae climbs out of her T-38 training jet.

When Mae returned home, she still wanted to visit space. She tried to get into the space program, but she was not chosen. Mae still felt strongly about it. She reapplied and was accepted.

In 1987 Mae began training to fly in a space shuttle. Finally, in 1992, she was picked to fly in space.



The space shuttle lifts off its launch pad.

In Space

Mae and six others boarded the space shuttle. It took off, and soon they were in space. The shuttle climbed high above Earth. The stars grew brighter and brighter in the darkness of space.

Mae looked back at Earth. She saw the land and the sea below. She thought, “I belong up here.” She felt like part of space and the stars.

The astronauts floated in the air inside the shuttle. They all had to **exercise** so their bodies would stay strong.

Most astronauts used exercise machines. They ran or biked in place. But Mae was different. She danced! Dancing in space was not easy. When she jumped up, she didn't land right away. She spun around ten times because she was so light!



Mae floats in the lab in space.



Astronauts Jan Davis and Mae Jemison run a test in the lab.

Mae had jobs on the shuttle. She ran tests on bone cells. She had frogs and frog eggs in the shuttle's lab. She watched to see if space changed how they grew. Her study would help find ways to treat sick people.

The shuttle lands like a jet.



After a week, the shuttle returned safely. Mae was now the first African-American woman astronaut. She was very proud.



These days Mae teaches at colleges. She also runs a science camp for children. She looks for ways to make life better for all people.

Mae followed her dreams and went into space. Where will she go next?

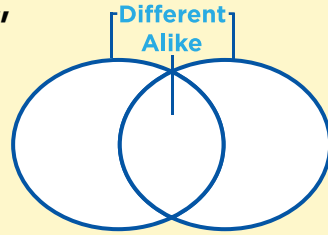
Comprehension Check

Summarize

Reread "Mae's Dreams."

Look at the Venn

Diagram. Summarize.



Think About It

1. What did Mae do in the Peace Corps?
2. What jobs did Mae do on the shuttle?
3. What were Mae's dreams? How did she fulfill them?



Write About It

How did Mae help people?



Skills and Strategies

Decoding

Read the words.

key	slow	dream	stone
cute	teach	wait	crow
speech	close	night	tune

Vocabulary

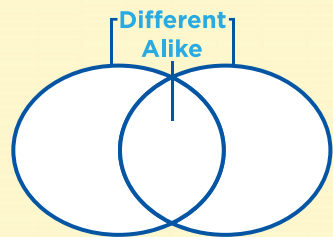
tools	purpose
information	notice

Comprehension

Compare and Contrast

To compare is to find things that are alike.

To contrast is to find differences. A Venn diagram shows what is alike and what is different.



Read

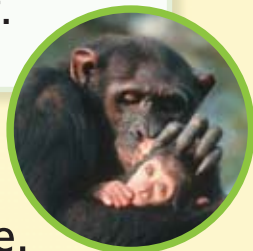
Compare and contrast chimps and gorillas.

Chimps and Gorillas

My **purpose** is to share **information** about chimps and gorillas. Pay attention to how they are alike and different. What do you **notice**?

Chimps and gorillas are both apes that live in Africa. Both have long arms and no tail. Gorillas and chimps are different, too. Gorillas are larger than chimps. Gorillas mainly stay on the ground while chimps climb trees. Chimps use **tools**. Gorillas do not.

Fill in the **Venn diagram** for "Chimps and Gorillas." Summarize.



Jane Goodall



by Rod Harrington



A Little Toy Chimp

“Look, Jane,” called Jane’s dad. He gave his baby girl a cute toy chimp for her second birthday.

Friends claimed that the chimp would make Jane have bad dreams. But Jane liked the toy.

No one could know then that Jane would help people see chimps in a different way.



Jane met real
chimps in Africa.

Jane was born in England in 1934. She liked to study animals as a child. Jane liked to play outside and watch animals. She also read books about many kinds of animals.

By age 11, Jane knew she wanted to go to Africa and write about animals. She worked and saved her money. She went to Africa when she was 23.



Mary and Louis Leakey helped Jane.

In Africa, Jane met Louis Leakey. Like Jane, Louis was a scientist. He studied how people lived in the past. Unlike Louis, Jane wanted to study and write about animals.

Louis gave Jane a job gathering **information** about how chimps lived. As a result, Jane decided to study chimps in the jungle.

In 1960 Jane began to study how chimps eat, sleep, and play.

At first Jane had to be careful. If she came too close, the chimps would **notice** her. Seeing an unknown person might scare them. Jane waited and watched from far away. Little by little, chimps paid less attention to her. Jane moved closer.

Jane waits and watches as the chimps go about daily life.





Watching in the Jungle

Jane watched the chimps. She found that they were different from monkeys. Monkeys had long tails, while chimps had no tails at all. Both spent time in trees, but chimps also walked along the ground.

Jane saw that the chimps took care of each other. They cleaned each other's fur. They also helped do jobs.

One day Jane saw two chimps pick twigs from a tree. They peeled leaves off the twigs. Next they broke each twig to make it the right size.

Then the chimps stuck the twigs into an ant mound. They pulled out the twigs and ate the ants. Jane knew then that chimps could make **tools**.

Chimps live in the jungle, or rain forest.





A mom chimp
cuddles her
baby.

Jane found out a lot by watching the chimps. She saw that a chimp mom carries her new baby under her belly. When the baby is older, it rides on its mom's back. The baby sleeps in a nest up in a tree with its mom.

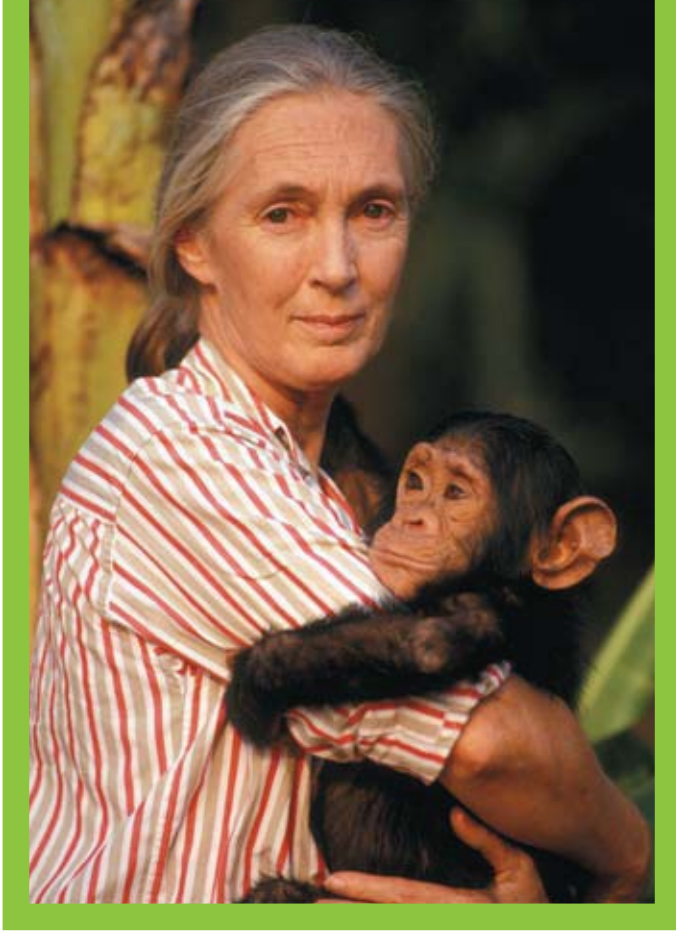
Chimp kids run and jump in the jungle trees. The moms show them safe foods to eat.

One chimp baby, Mel, lost his mom. A teenage chimp, Spindle, took care of Mel. Spindle carried Mel under his belly when it was cold and rainy. He let Mel sleep in his nest high in a tree each night.

Jane saw that a lot of chimps were sweet and kind.

At the end of the day, a mom chimp plays with her babies.





All life on Earth is important to Jane.

In 1977 Jane started a group. Its **purpose** is to keep studying and helping chimps in Africa. It also teaches about helping people, animals, and the places in the world.

It all began with a toy chimp and a little girl. Jane still has that toy chimp in her home.

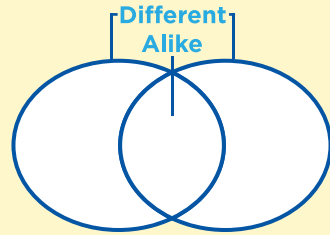


Comprehension Check

Summarize

Reread "Jane Goodall."

Look at the Venn diagram. Summarize.



Think About It

1. What did Jane get for her second birthday?
2. How was Spindle like a mother chimp?
3. How did the two chimps make a tool for catching ants?



Write About It

Why was Jane Goodall's work important?



Skills and Strategies

Decoding

Read the words.

zoo	unhooked	shawl	cloud
threw	author	clown	boat
stall	could	flute	beam

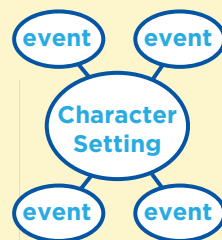
Vocabulary

nearby	demanded	owned
special	customers	survive

Comprehension

Character, Setting, Plot

Characters are people in a story. The setting is where and when it takes place. The plot is made up of events and may have a problem and solution.



Read

What problem does Jacob solve?

Pizza for Breakfast

Jacob **owned** a small pizza parlor. **Customers** came for lunch and dinner. But they went to **nearby** places for breakfast. He didn't know if his parlor could **survive**. He needed a plan.

First Jacob made a **special** pizza with egg and hash browns. Next he made pizza with berries and yogurt. Last he made pizza pancakes! Soon people **demand**ed his good breakfast pizzas. It was a triumph!

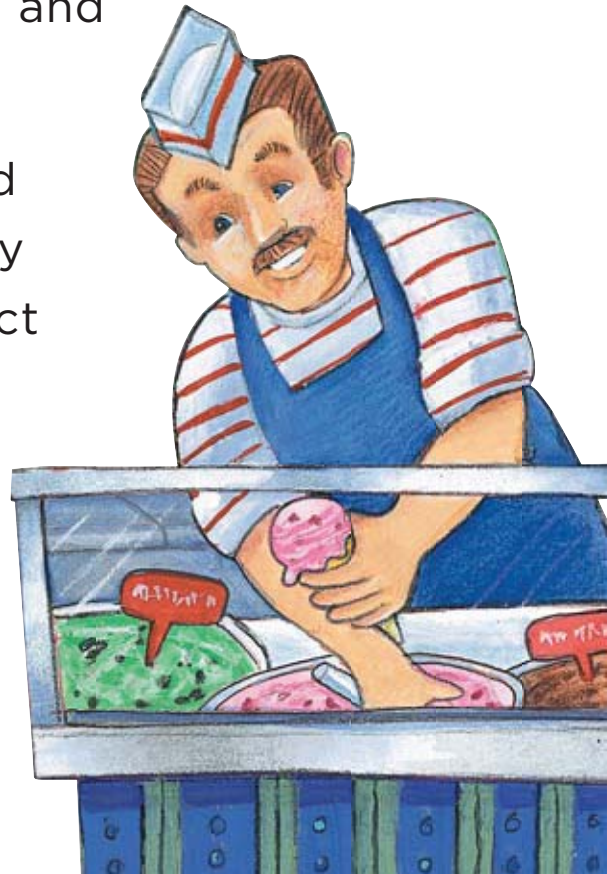
Fill in the **Story Web** for "Pizza for Breakfast." Summarize.

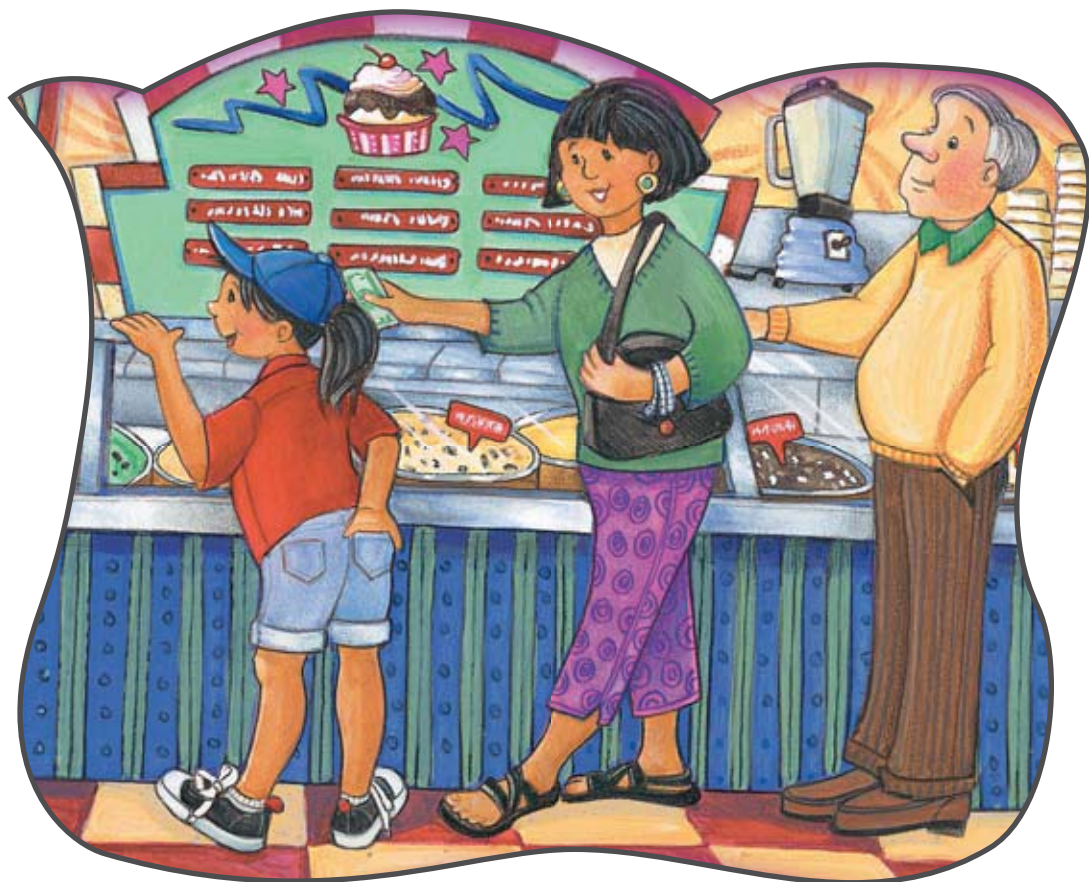
The Great Ice Cream Shop Turn Around

by Jim Flaherty
illustrated by Deborah Melmon

David Kramer **owned** Kramer's Ice Cream Shop. He sold ice cream with all kinds of toppings. He served sprinkles, nuts, whipped cream, and bits of fruit.

David worked hard in the summer. All day he would place perfect scoops of ice cream on cones. David's shop was the best in town.





The New Store

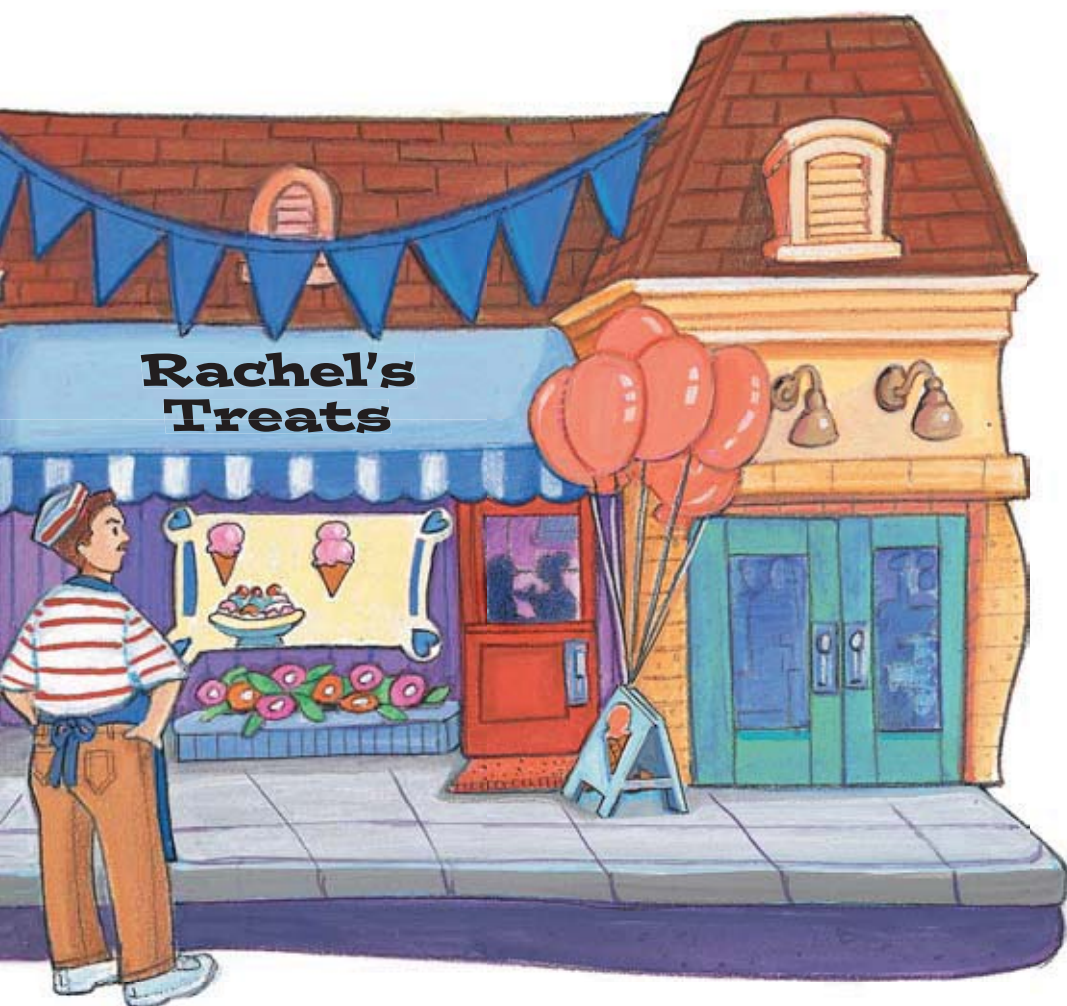
Kramer's Ice Cream Shop did well during the summer. But as the weather turned colder, he sold less ice cream. He felt uneasy each winter.

This year he had another problem. Recently, a new ice cream store had opened **nearby**. He wondered if he would lose his **customers**. David frowned.



David stood by the sidewalk and looked at the new store. He could hear music from the shop. The balloons in front made it look cheerful.

David knew that his ice cream was good. For years, his customers had told him it was the best.



At first David was sad. Then he got mad. Finally he thought, "That store's ice cream cannot taste better than mine. They must be doing something to make people go there. I need to find out why!"

An Ice Cream Talk

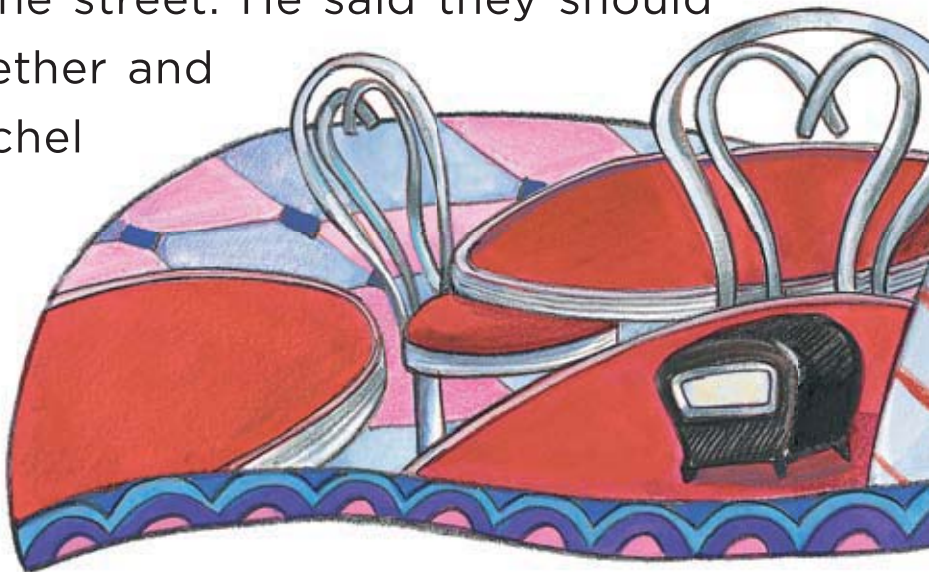
David hurried over to the new store at closing time. He saw that it had lower prices.

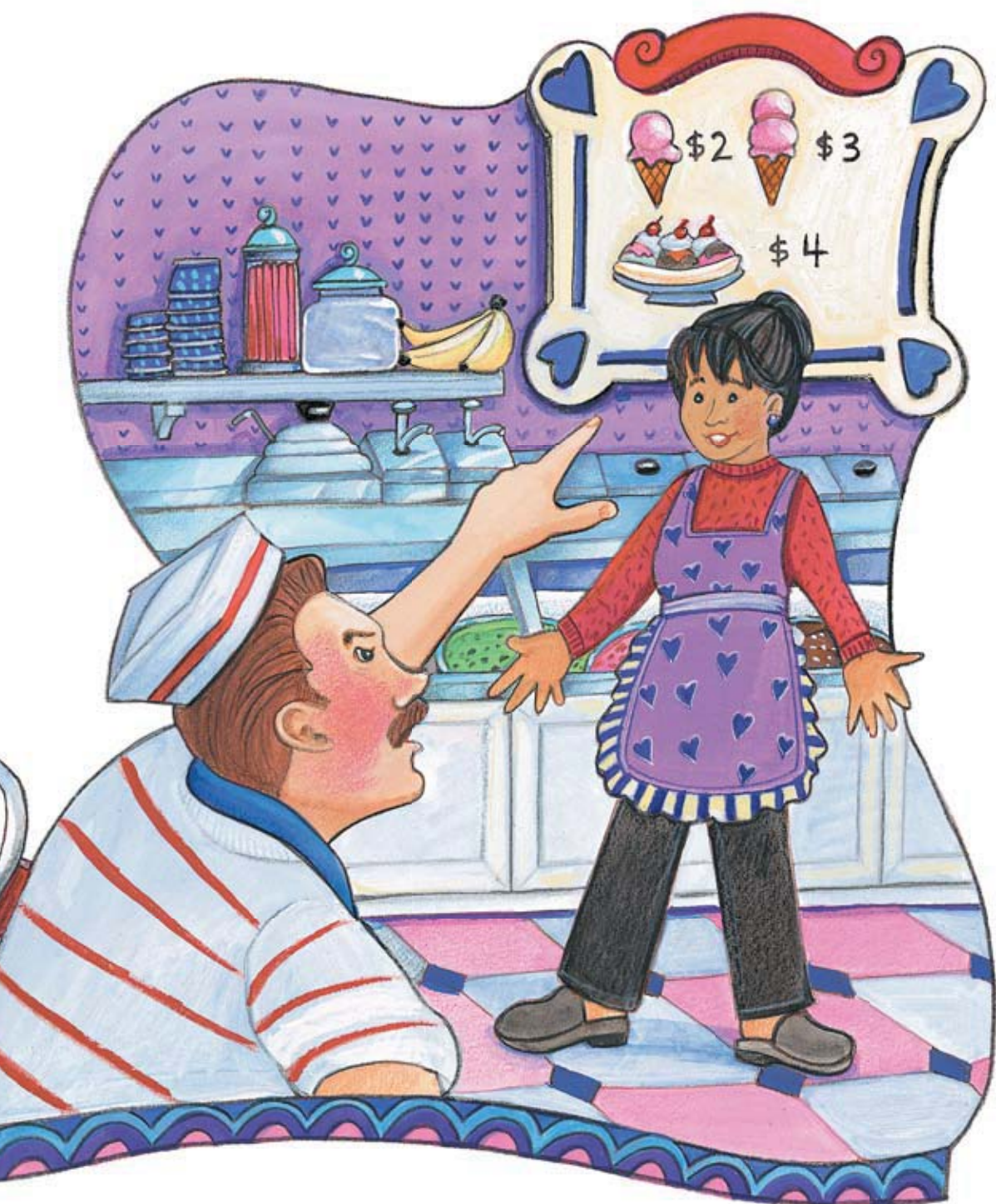
“May I help you?” asked a lady.
“My name is Rachel.”

“Why are your prices so low?”
David **demanded**.

“I need lower prices to get customers,” said Rachel.

He told her he owned the shop across the street. He said they should get together and talk. Rachel agreed.

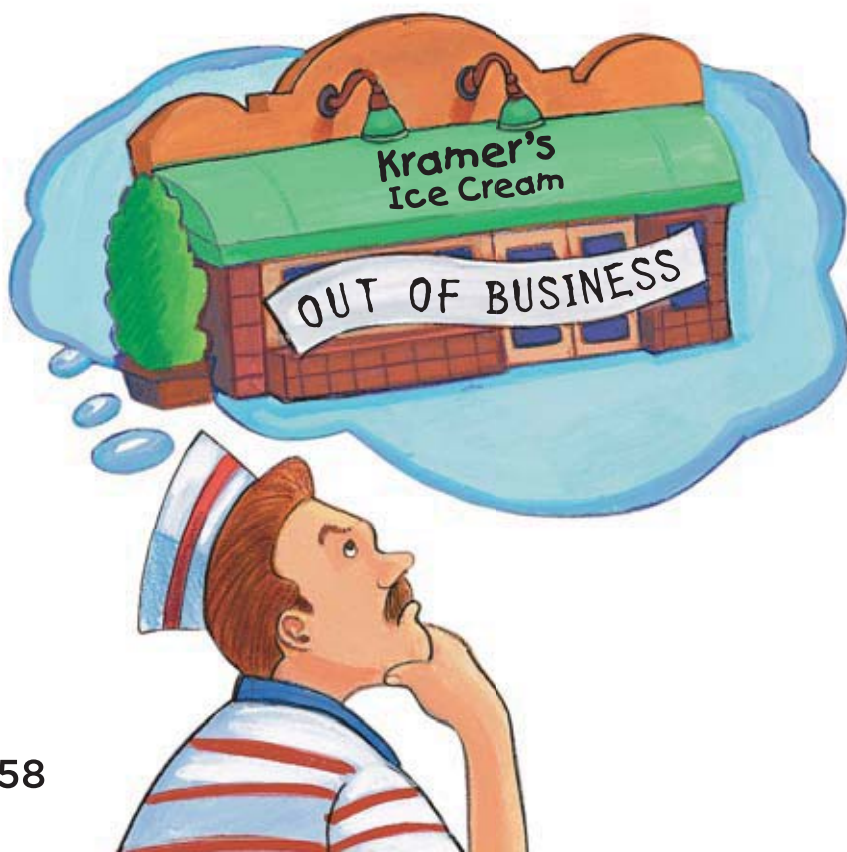




David went home to think. He could lower his prices. But he did not know if his shop would **survive**.

“What will make people eat ice cream when it’s cold out? How can I get people to come to my shop in winter?” David asked himself.

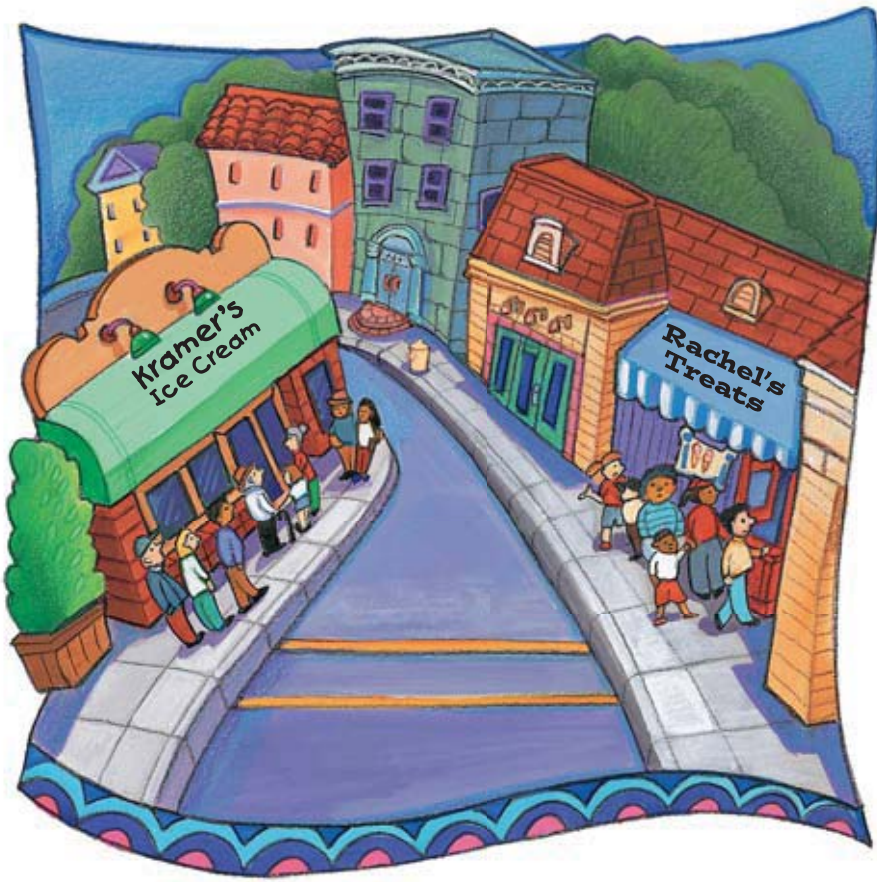
Then he came up with a plan. He asked Rachel to visit his shop to talk.



David explained his idea. “We need to make our stores different. I can make **special** ice cream flavors like black currant ice cream. People like trying unusual flavors.”

“That is perfect!” Rachel exclaimed. “I can make banana splits. In winter, I can sell hot cocoa, and you can sell hot apple cider!”





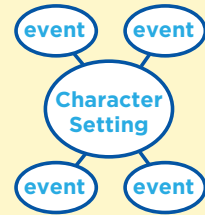
Rachel and David agreed on the plan. Both stores sold hot drinks during the winter. In summer, people loved the unusual ice cream flavors. They loved the banana splits.

Soon the shops were always busy. Each store had a long line of customers. David's plan had worked!

Comprehension Check

Summarize

Reread "The Great Ice Cream Shop Turn Around." Use the Story Web. Summarize.



Think About It

1. What does David Kramer own?
2. What two worries does David have?
3. What was David's plan? Did it work? Explain how you know.



Write About It

How else could the shop owners have worked together?

Skills and Strategies

TITLE		DECODING	VOCABULARY	COMPREHENSION
Unit 1 pages 6–61				
6	A Big Jam	Short Vowels /a/ a <u>pack</u> , /i/ i <u>spin</u>	jam, tip, feel, ran into, quit, acting	Analyze Story Structure: Character, Setting, Plot
16	Pen Pals	Short Vowels /e/ e <u>get</u> , /o/ o <u>got</u> , /u/ u <u>cut</u>	letters, visit, writes, plans, hike, jet	Analyze Story Structure: Cause and Effect
26	Ant Tricks	Beginning and Final Blends	slim, objects, smart, pests, twigs, food	Generate Questions: Main Idea and Details
38	Wetlands	Long Vowel /ā/ a_e <u>same</u>	wetlands, bills, animals, lungs	Generate Questions: Compare and Contrast
50	Jake's Pets	Long /ī/ i_e <u>like</u>	decide, smaller, hissed, gazed	Summarize: Make and Confirm Predictions
Unit 2 pages 62–121				
62	Miss Pope's Class Puts on a Skit	Long Vowels /ō/ o_e <u>stove</u> , /ū/ u_e <u>tune</u>	practice, crowd, roles, costumes, classmates, skit	Summarize: Sequence
74	Mom Wolf Speaks	Long Vowel /ē/ e <u>she</u> , ea <u>dream</u> , ee <u>seem</u> , y happy, ey <u>key</u>	deeds, trust, usually, gleamed, sunset, forest	Monitor Comprehension: Draw Conclusions
86	Flight: Gliders to Jets	Long Vowel /ī/ i <u>kind</u> , igh <u>sight</u> , y <u>try</u>	different, hobbies, sights, plastic, noisy, engine	Monitor Comprehension: Main Idea and Details
98	Animal Hide and Seek	Beginning and Final Blends	danger, clump, color, swift, scales, warn	Monitor Comprehension: Author's Purpose
110	A Midday Feast	Long Vowel /ā/ ai <u>main</u> , ay <u>stay</u>	midday, large, complete, feast	Monitor Comprehension: Theme
Unit 3 pages 122–181				
122	Ben Franklin	Long Vowel /ō/ o <u>told</u> , oa <u>boat</u> , ow <u>own</u>	draft, invented, flames, routes, habits	Generate Questions: Author's Purpose
134	Chet Mantis's Hunt	Digraphs /ch/ ch <u>which</u> , tch <u>patch</u>	office, clutched, boasted, unlatched, clue, solve	Generate Questions: Character, Setting, Plot
146	The Everglades	Digraphs /th/ th <u>with</u> ; /hw/ wh <u>when</u>	river, protect, left, drained, pounds	Analyze Text Structure: Cause and Effect
158	Trish's Triumph	Digraphs /f/ ph <u>phone</u> , /sh/ sh <u>brush</u>	ramp, perfect, sketches, gathered, idea, triumph	Analyze Story Structure: Sequence
170	Brent's Trip	Soft Consonants /s/ c space, /j/ g <u>gem</u> , dge, <u>judge</u>	ancient, mist, imagined, ledge, amazing, tilted	Visualize: Make Inferences

TITLE	DECODING	VOCABULARY	COMPREHENSION
Unit 4 pages 182–241			
182 A Splendid Meal	Triple Blends	recipe, rise, splendid, batter, powder	Visualize: Draw Conclusions
194 Weaver’s Kindness	Silent Consonants /n/ <i>kn</i> , /r/ <i>wr</i> , /m/ <i>mb</i>	earn, beamed, children, kindness, instruct	Visualize: Theme
206 Be Smart: Save Water!	r-Controlled Vowel /är/ <i>ar</i> <u>start</u>	tap, gallons, liquid, streams, useful, machines	Monitor Comprehension: Problem and Solution
218 Helping Hands	r-Controlled Vowel /ôr/ <i>or</i> <u>for</u> , <i>ore</i> <u>store</u>	chore, supplies, collect, projects, agreed	Monitor Comprehension: Problem and Solution
230 The Perfect Fort	r-Controlled Vowel /ür/ <i>er</i> <u>infer</u> , <i>ir</i> <u>first</u> , <i>ur</i> <u>surf</u>	bored, wonder, shady, between, perked up,	Summarize: Sequence
Unit 5 pages 242–301			
242 Animals Change Shape	Long Vowels in Open Syllables	cycle, hatch, adult, shrink, surface, changes	Summarize: Main Idea and Details
254 Hot–Air Balloons	Variant Vowel /ü/ <i>ew</i> <u>crew</u> , <i>oo</i> <u>boot</u>	crew, designs, interest, pilot, air, traveled	Analyze Text Structure: Description
266 Dolores Huerta: She Took a Stand	Variant Vowel /ù/ <i>oo</i> <u>book</u> , <i>ou</i> <u>would</u>	childhood, united, laws, important, basic, difficult	Analyze Text Structure: Cause and Effect
278 The Sheep Herder	Diphthong /oi/ <i>oi</i> <u>sail</u> , <i>oy</i> <u>boy</u>	village, expert, soil, listened, disliked	Monitor Comprehension: Draw Conclusions
290 Busy Beavers	Diphthong /ou/ <i>ou</i> <u>round</u> , <i>ow</i> <u>brown</u>	control, able, habitat, build	Monitor Comprehension: Compare and Contrast
Unit 6 pages 302–361			
302 Talking to Mrs. Dawson	Variant Vowel /ô/ <i>au</i> <u>pause</u> , <i>aw</i> <u>claw</u> , /ôl/ <i>al</i> <u>salt</u>	change, thoughtful, laundry, system, recalled	Visualize: Make Inferences
314 Howie Helps Out	Review Consonant Blends and Digraphs	couple, attention, certain, yesterday, prowling, bother	Visualize: Summarize
326 Mae’s Dreams	Review Long Vowels /ā/ <i>i</i> <u>il</u>	scientist, languages, boarded, astronaut, exercise	Generate Questions: Compare and Contrast
338 Jane Goodall	Review Long Vowels /ē/ <i>i</i> <u>il</u> , /ū/ <i>i</i> <u>il</u>	tools, purpose, notice, information	Generate Questions: Compare and Contrast
350 The Great Ice Cream Shop Turn Around	Review Variant Vowels	special, owned, nearby, customers, demanded, survive	Generate Questions: Character, Setting, Plot

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